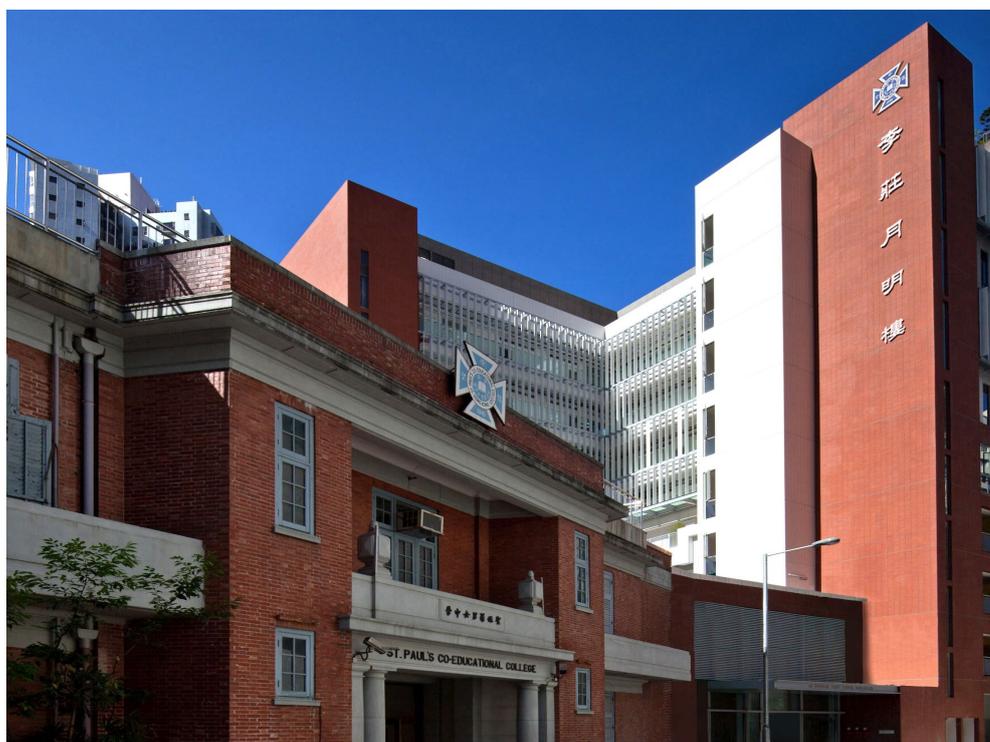


# ST. PAUL'S CO-EDUCATIONAL COLLEGE



## School Development Plan (2022/23 – 2024/25)



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# ST. PAUL'S CO-EDUCATIONAL COLLEGE

## I. School Vision

In the spirit of “Faith, Hope and Love”, to nurture our students as future leaders by instilling in them a culture of excellence, high moral values, an altruistic spirit, a passion for lifelong learning and a global perspective.

### School Mission

1. Uphold the founding Christian spirit of our schools: “Faith, Hope and Love”
2. Nurture academic excellence and lifelong learning
3. Cultivate exemplary conduct, proper attitudes and correct values
4. Develop an appreciation for the arts and competence in other activities
5. Develop a global perspective, foster environment stewardship and serve humanity
6. Advocate strong communication and interpersonal skills to promote harmony, mutual respect, appreciation and peace among humankind
7. Adopt a shared and inclusive governance model
8. Provide the best possible facilities and environment conducive to studies
9. Maintain a professional and caring academic and administrative staff
10. Transform our schools into a vibrant community of scholarship and learning

## II. School Goals

1. Establishment of an administration structure and capacity with distributed leadership and shared responsibilities at different levels of administration / operations that steers, coordinates and drives changes and development of the school
2. Establishment of a seamless curriculum and unified staff development and appraisal policy in the primary and secondary school to ensure that students are best nurtured in the “Through-train / one-school” spirit
3. Nurturing in SPCC students a set of desirable attributes (SPCC Student Profile) for intellectual, personal, moral, spiritual and social development as a shared vision and educational goal
4. Effective delivery of the Hong Kong Diploma of Secondary Education (HKDSE) Programme and the International Baccalaureate Diploma Programme (IBDP)
5. Catering for the needs and capabilities of gifted students through expansion and strengthening of personalized learning programmes
6. Enhancement of learning and teaching effectiveness in Mastery Teaching and Cooperative Learning based on the Self-Organizing School model
7. Development of high quality teaching staff with strong professional capacity and accountability while keeping good personal wellness
8. Establishment of a collaborative culture among teachers and a strong partnership between the school and our stakeholders (alumni and parents) and with the wider community
9. Establishment of a modern campus with learning environment and purpose-built facilities that support the school’s educational philosophy

### **III. School Motto & Core Values of Education**

The school motto is “Faith, Hope and Love”. We are committed to developing in our students a positive outlook on life and mutual respect and concern for each other.

We stress integrity, scholarship and excellence, and also modesty and simplicity of life. We dedicated to making the schools a loving and caring community where students from different social backgrounds can interact, learn and pursue academic excellence together so that they may lead responsible and fulfilling lives.

# IV. Organization and Management

Chart 1

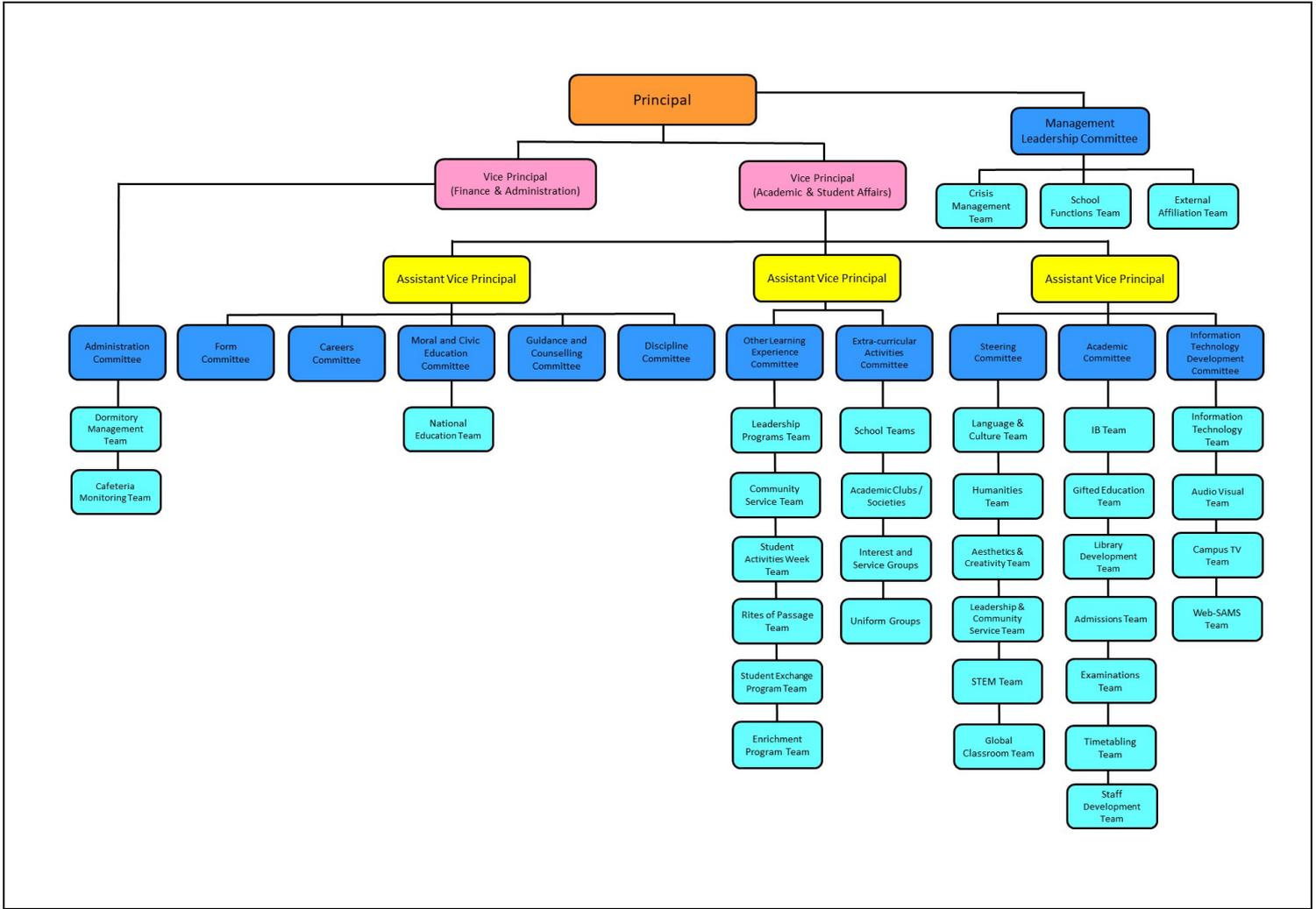
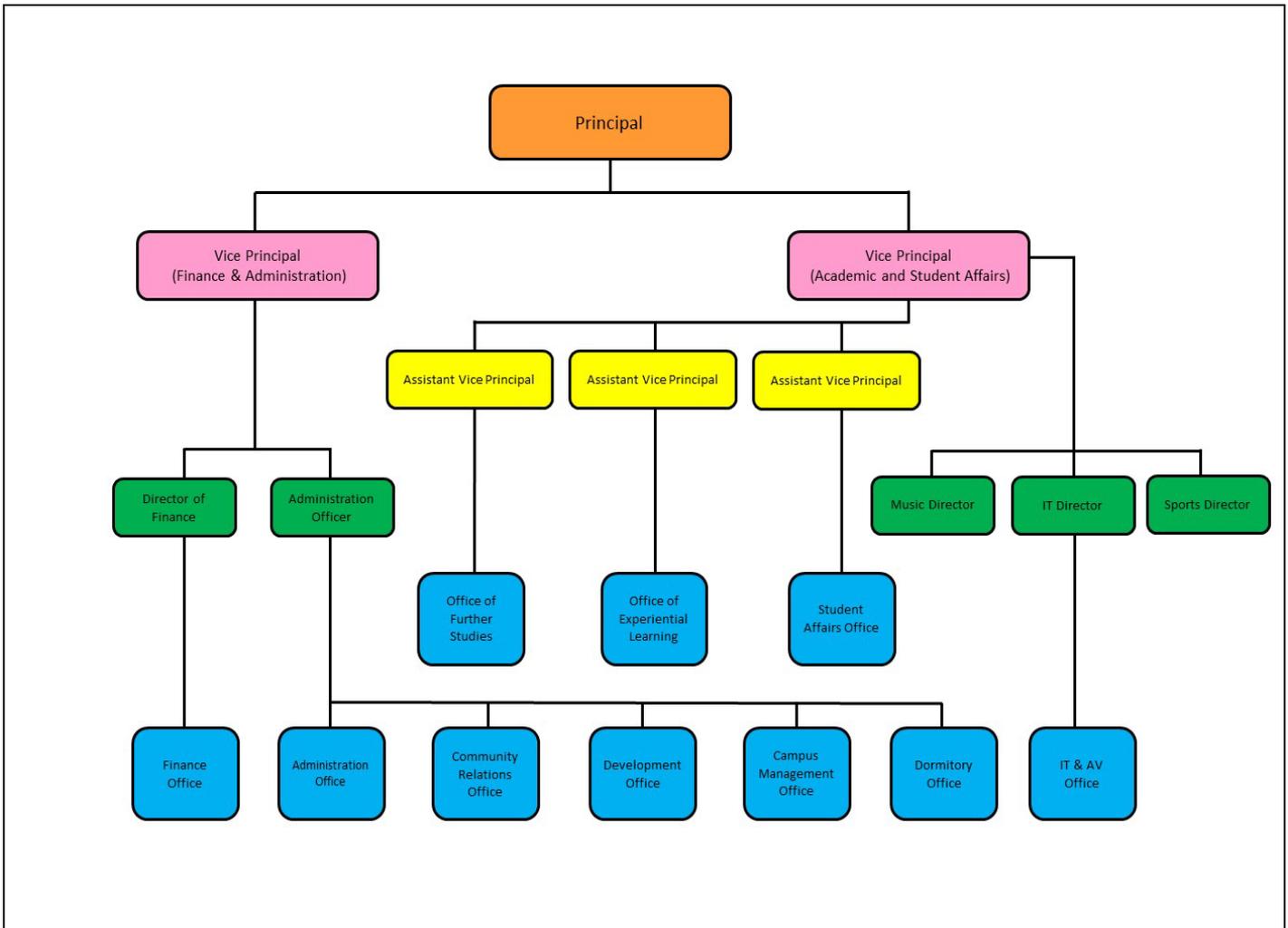


Chart 2



## V. Holistic Review

### a. Effectiveness of the previous School Development Plan (2019/20 – 2021/22)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>1. To develop the Chong Yau Pak Wan Residence hall as a long term boarding facility for local and international admissions, and international-mindedness in our students</p> <p>1.1 On Chong Yau Pak Wan Residence Hall</p> <p>a. To take in local and international students from Form 4 to Form 6 as long term boarders</p> <p>b. To enable students to experience living in a community and develop a sense of independence and self-management</p> <p>c. To allow short-term boarding for Form 6 students to prepare for the Mock examinations and the HKDSE/IBDP examinations</p> <p>1.2 Form 1 Boarding Experience</p> <p>a. To provide a boarding school experience for our Form 1 students to learn to live in a community and develop the SPCC</p>	<p>Fully achieved</p> <p>Fully achieved</p> <p>Fully achieved</p> <p>Not achieved</p>	<p>Incorporated as routine work</p> <p>Incorporated as routine work</p> <p>Incorporated as routine work</p> <p>To be incorporated as routine work</p>	<p>From 2020/21, the long term boarding has been extended to Form 2 and Form 3 students.</p> <p>Due to the Covid-19 pandemic, Form 1 mandatory boarding experience has been suspended. It is hoped that the Form 1 boarding</p>

<p>attributes of community-mindedness and caring for others</p> <p>b. To develop a sense of belonging to the school and camaraderie among their classmates who would be with them in the same form class for three years</p>	<p>Not achieved</p>	<p>To be incorporated as routine work</p>	<p>experience will be organized in the academic year of 2022/23.</p>
<p>1.3 Accommodation for International Exchange Students</p> <p>a. To provide accommodation for international exchange students so as to enrich our students' sense of international-mindedness and cultural awareness</p> <p>b. Increase the intake of international students into our IBDP to enhance our students' sense of international-mindedness and provision of accommodation in the residence hall</p>	<p>Not achieved</p> <p>Partially achieved</p>	<p>To be incorporated as routine work</p> <p>To be incorporated as routine work</p>	<p>Due to the suspension of travels and border closure because of Covid-19, all international exchanges have been suspended.</p> <p>We have been reviewing applications for the IBDP from applicants of other countries but have yet to find any suitable candidates.</p>
<p>1.4 To increase the number of sister schools from different countries through exchanges with students from IBDP, HKDSE classes, and Round Square to enhance our students' international-mindedness and awareness as a global citizen</p>	<p>Partially achieved</p>	<p>To be incorporated as routine work</p>	<p>The school has been making contact with school in mainland China and internationally (Round Square) to establish exchanges, but due to the travel restrictions, no physical exchanges have been possible in the past three years.</p>

<p>1.5 To increase our students' awareness of international days observed globally</p>	<p>Fully achieved</p>	<p>Incorporated as routine work</p>	<p>Powerpoint slide reminding students of the observation of various international days are shown and announcements made during morning assembly by the Student Union and Liberal Studies Society.</p>
<p>1.6 To enhance students' knowledge of the sustainable goals of the UN and other global concerns</p>	<p>Fully achieved</p>	<p>Incorporated as routine work</p>	<p>Incorporated as required into the IBDP curriculum for all subjects to enhance the sense of international-mindedness in students.</p>
<p>1.7 To organize and participate in international conference, competitions and workshops for faculty members and students (Round Square Conference, IB Conferences, ISEEN workshops for staff, Positive Education Conferences, etc.)</p>	<p>Fully achieved</p>	<p>Incorporated as routine work</p>	<p>Staff and students have attended international conferences and participated in international competitions remotely. Where possible, students have also participated in international competitions in person.</p>
<p>1.8 To promote and enhance the international-mindedness of staff/students through visits and exchanges with other IB coordinators in the Pearl River Delta Region</p>	<p>Partially achieved</p>	<p>Incorporated as routine work</p>	<p>Due to the closure of the borders and travel restrictions, meetings and discussions/exchanges among coordinators of the Pearl River Delta Region have been held remotely.</p>

<p>2. To promote a caring and supportive school climate to help students develop a positive outlook on life and mutual respect and concern for each other</p> <p>2.1 Bolstering pastoral support for students</p> <p>a. To strengthen bonding between teachers and students</p> <p>b. To enhance partnership between teachers and parents</p> <p>c. To enhance teachers' capacity in providing pastoral care especially in their role as form teachers</p>	<p>Partially achieved</p> <p>Partially achieved</p> <p>Partially achieved</p>	<p>Incorporated as routine work</p> <p>Incorporated as routine work</p> <p>Incorporated as routine work</p>	<p>Due to disruption of school during COVID-19, face-to-face interactions and activities between teachers and students were affected.</p> <p>The school has been maintaining communications with parents. Virtual meetings with parents were organized as well. Yet, virtual partnership may not be very effective.</p> <p>Senior teachers are appointed as Head of Form to provide more support to form teachers in pastoral provision.</p> <p>Form committee meetings can further be utilized to share good practices in pastoral support. Besides, coordination among different working groups will have to be strengthened further to support the developmental needs of students at different stages.</p>
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<p>2.2 Ensuring students with different abilities and needs have equitable access to learning opportunities and the pursuit of excellence in all aspects of their educational programmes</p> <p>a. To develop the culture of “process praise” among staff, students and parents</p> <p>b. To create more opportunities, both inside and outside classrooms, for students of different abilities to learn and serve and be recognized for their achievements and contributions</p> <p>c. To review the SEN policy to enhance the support to diverse learning needs</p> <p>d. To purchase educational psychology service</p>	<p>Partially achieved</p> <p>Partially achieved</p> <p>Fully achieved</p> <p>Fully achieved</p>	<p>Incorporated as routine work</p> <p>Incorporated as routine work</p> <p>Incorporated as routine work</p> <p>Incorporated as routine work</p>	<p>The culture of “process praise” will need to be strengthened among different stakeholders.</p> <p>Learning experiences were provided to students with different abilities to learn but because of COVID-19, the number of opportunities is rather limited.</p> <p>All teachers had been informed about the revised SEN policy.</p> <p>All teachers had been informed about the educational psychology services available at school and procedures for using the service.</p>
<p>2.3 To enhance students’ character building</p> <p>a. To emphasize on the adoption of whole-school approach in guidance and discipline</p>	<p>Fully achieved</p>	<p>Incorporated as routine work</p>	<p>The appointment of Form Coordinators from both Guidance and Counselling Committee and Discipline Committee facilitates the communication between the teams and Form Teachers. Case conferences were held for highly concerned cases. All teachers</p>

<p>b. To have more communication and collaboration with parents</p>	<p>Fully achieved</p>	<p>Incorporated as routine work</p>	<p>involved are requested to support the students concerned.</p> <p>Communication and collaboration with parents has always been an integral part of teachers' work.</p>
<p>c. To deepen understanding of the SPCC Student Profile and its relation with other models implemented at SPCC including the IB Learner Profile and the Round Square IDEALS</p>	<p>Partially achieved</p>	<p>Incorporated as routine work</p>	<p>The models are incorporated to curriculum and pedagogies. Students have constant exposure to the models in everyday learning. However, due to suspension of overseas exchange and extra curricula activities over an extensive period of time, the exposure is relatively biased to classroom learning.</p>
<p>3. To enhance self-directed learning</p>			
<p>3.1 To develop students' self-directed learning skills starting from junior forms</p>	<p>Fully achieved</p>	<p>Incorporated as routine work</p>	<p>All departments have prepared descriptors for students to a set subject-related goals and a personalized character-building goal. Students are able to develop metacognitive skills and raise their awareness of the learning process.</p>

<p>3.2 To promote students' self-reflection</p>	<p>Fully achieved</p>	<p>Incorporated as routine work</p>	<p>With the guidance and support from subject teachers and Form Teachers, tasks have been designed to enable students to self-evaluate whether they have achieved their goals and think about strategies to achieve more.</p>
<p>3.3 To further enhance students' motivation in Learning</p>	<p>Fully achieved</p>	<p>Incorporated as routine work</p>	<p>Students have been encouraged to actively engage in learning activities initiated by themselves during lesson. A variety of teaching strategies such as e-learning, experiential learning, peer tutoring etc. have been adopted to promote self-directed learning in the classroom.</p>
<p>3.4 To provide support for parents and teachers regarding self-directed learning</p>	<p>Fully achieved</p>	<p>Incorporated as routine work</p>	<p>Staff Development Days and collaboration among colleagues on self-learning have been conducted. Parents and teachers are well-informed of seminars / workshops / talks on self-directed learning.</p>

## b. Evaluation of the School's Overall Performance

PI Areas		Major Strengths	Areas for Improvement
1.	School Management	<ul style="list-style-type: none"> <li>Plans and strategies which are suitable to address the school's major concerns are adopted. Sufficient time and resources are provided to ensure smooth implementation</li> <li>The school promotes STEM education development and international-mindedness in the school community</li> <li>Strong support from administrative and IT staff is given to teachers to enable them to focus on their teaching duties and providing pastoral care for students</li> </ul>	
2.	Professional Leadership	<ul style="list-style-type: none"> <li>The senior and middle management exhibits high standards of professionalism and are dedicated and accountable to their respective work areas to steer school developments in face of many unforeseeable challenges</li> <li>The Committee Heads demonstrates a high level of professionalism and competency in materialising the school's vision and goals</li> <li>The Department Heads are devoted to implement appropriate plans to better support the different interests and aspirations of our students as well as new development initiatives set by the EDB</li> <li>The school ensures rigorous attention is given towards the fulfilment of professional development needs</li> </ul>	<ul style="list-style-type: none"> <li>Enhance support to teachers to better support SEN students</li> </ul>
3.	Curriculum and Assessment	<ul style="list-style-type: none"> <li>Students may choose to take HKDSE or IBDP, with over 90% of them being offered their most preferred subject combination and small group size accommodated for less popular subjects</li> <li>Vertical curriculum alignment is ensured for smooth transition from junior forms to both HKDSE and IBDP in the senior forms</li> <li>Assessment data is used vigorously to evaluate the effectiveness of student learning</li> </ul>	

4.	Student Learning and Teaching	<ul style="list-style-type: none"> <li>• Teachers deploy different teaching pedagogies to facilitate students' learning</li> <li>• Lessons are well-planned and smoothly delivered with learning objectives explicitly and clearly shared with students</li> <li>• Teachers share good practices among themselves in pursuit of continuous improvement within and across different academic departments</li> <li>• Interface between P6 and F1 curriculum for vertical alignment is well-attended to</li> </ul>	<ul style="list-style-type: none"> <li>• Equip students with effective learning skills to develop our students more holistically</li> </ul>
5.	Student Support	<ul style="list-style-type: none"> <li>• The school creates a positive learning environment to build students' character strengths</li> <li>• Teachers actively explore new methods to provide diverse learning experiences for whole person development during both normal school days and during online lessons</li> <li>• The school implements appropriate strategies to cater for the needs and capabilities of students talented in different areas</li> <li>• The school provides support to cater for the diverse needs of students including SEN students</li> <li>• The school takes care of the total wellness of students including their emotional and behavioural well-being as well as suitable support for students at different developmental stages</li> <li>• The school helps students to make informed decisions in their educational development, such as curriculum choice for senior forms and post-secondary educational options</li> </ul>	<ul style="list-style-type: none"> <li>• Further cultivate growth mindsets of students by reinforcing the use of process praise</li> <li>• Enhance support to teachers to cater for different needs of students including SEN students</li> <li>• Further cultivate students with self-reflective mindset</li> </ul>
6.	Partnership	<ul style="list-style-type: none"> <li>• The school communicates and collaborates with the primary school closely to facilitate the smooth transition of students from P6 to secondary school</li> <li>• The school enlists the support from the PTA to embrace the school's vision and makes concerted efforts to realize it</li> </ul>	

		<ul style="list-style-type: none"> <li>• Mentorship programme for F5 students is provided with active support from the alumni</li> <li>• The school maintains close communications with sister schools and partners to ensure that valuable learning programs can be provided to students when situation allows</li> </ul>	
7.	Attitude and Behaviour	<ul style="list-style-type: none"> <li>• Students exhibit good attributes and strive to perform well in both academic and non-academic pursuits</li> <li>• Students are motivated and competent in learning</li> <li>• Peer relationships are harmonious</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance character-building and uplift moral values among students</li> <li>• Strengthen cohesiveness among students and their sense of belonging towards the school community</li> </ul>
8.	Participation and Achievement	<ul style="list-style-type: none"> <li>• Students achieve excellent results in both the HKDSE and IBDP in the midst of COVID-19 challenge</li> <li>• Students maintain a proactive approach in participating in different activities and competitions of different nature and achieve promising results</li> </ul>	

### c. SWOT Analysis

1.	<b>Our Strengths</b>	<ul style="list-style-type: none"> <li>• Teaching staff is able to focus on their teaching duties and giving pastoral care to students with strong administrative and IT support provided</li> <li>• Staff development programmes organised by the school helps strengthen staff capacity and development</li> <li>• Strong foundations is given in the junior form curriculum that enables students to excel in both the HKDSE and IBDP</li> <li>• Students are given different learning opportunities to develop academically, aesthetically, physically, emotionally, and spiritually as a whole person</li> </ul>
2.	<b>Areas for Improvement / Development</b>	<ul style="list-style-type: none"> <li>• Enhancement in the skills and knowledge of teachers supporting students with diverse needs especially SEN students</li> <li>• Improvement in equipping students with effective learning skills and self-reflective skills</li> <li>• Enhancement in providing more holistic pastoral care support to students for nurturing growth mindset, instilling positive values and attitudes, and increasing their resilience through Positive Education and Moral and Civic Education</li> </ul>
3.	<b>Our Opportunities</b>	<ul style="list-style-type: none"> <li>• As an IB school and the only Round Square school in Hong Kong, our students will be given ample opportunities to participate in different activities such as school-based activities, international exchanges, and international conferences, so as to develop our students into informed and responsible global citizens with a sense of national identity and global perspective</li> <li>• With the active involvement of the Experiential Learning Office, Global Classroom Team, Other Learning Experiences Committee, and subject departments from different key learning areas, we may explore more experiential learning opportunities for students to enrich their learning experiences further and equip them with positive values and attitudes, knowledge and skills</li> </ul>
4.	<b>Our Challenges</b>	<ul style="list-style-type: none"> <li>• To ensure total wellness of our staff and students to accomplish goals and find fulfilment in lives</li> <li>• To equip our teachers with relevant pedagogical knowledge and pastoral skills to support students with different needs</li> </ul>

**d. Major Concerns for a period of three school years (2022/23 – 2024-25)**

1. To cultivate a warm and encouraging learning environment and to develop our students holistically
2. To enhance holistic wellness of students and nurture a positive mindset in the school community
3. To empower teachers with the aptitude, skills and knowledge in facing new challenges brought by emerging trends

## VII. School Development Plan (3-school-year period)

Major Concerns	Targets	Time Scale (Please insert ✓)			A General Outline of Strategies
		Year 1	Year 2	Year 3	
1. To cultivate a warm and encouraging learning environment and to develop our students holistically	<ul style="list-style-type: none"> <li>To incorporate the International Baccalaureate Programme's Approaches to Learning Skills into the different subject areas and extra-curricular activities to develop our students holistically</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Train and equip teachers and students with an understanding of the IBDP Approaches to Learning during Staff Development Days.</li> <li>Year Groups could focus on one of the 5 (ATL) skills which is most relevant and significant for the respective year groups: <ul style="list-style-type: none"> <li><b>Form 1 – Self-management Skills</b> (Managing Self, Time Management, Goal Setting, Mindfulness, Perseverance, Emotional Management, Self-motivation, Resilience)</li> <li><b>Form 2 – Social Skills</b> (Self-control, Emotional Intelligence, Respecting Others, Supporting Others, Social Intelligence, Resolving Conflict)</li> <li><b>Form 3 – Communication Skills</b> (Listening, Interpreting, Speaking, Reading, Writing, Media Representation, Informed Choices)</li> <li><b>Form 4 – Thinking Skills</b> (Analysis, Evaluation, Forming Decisions, Generating Novel ideas, Considering New Perspectives, Application, Application in Multiple Contexts, Reflection, Metacognition)</li> </ul> </li> </ul>

					<p><b>Form 5 – Research Skills</b> (Formulating and Planning, Gathering and Recording, Synthesising and Interpreting, Evaluating and Processing, Consuming and Processing, Considering Online Perspectives, Creating, Ethical Use, Reliability of Sources)</p> <p><b>Form 6 – Use of all 5 ATL skills</b></p> <ul style="list-style-type: none"> <li>• KLAs to incorporate these skills according to year groups into their lesson planning and teaching.</li> </ul>
	<ul style="list-style-type: none"> <li>• To develop and use different teaching pedagogies in the classroom to cater to students with different learning styles</li> <li>• To enhance students’ learning outside the classroom through non-academic experiences and activities e.g. self-initiated experiential learning, outings on Enrichment Programme Days or Post-examination Days</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• New pedagogies suitable for each KLAs to be adopted for use in the classroom, and these pedagogies can be incorporated into staff’s formal and promotion appraisals. Pedagogies could include the use of eLearning in the classroom.</li> <li>• Upper Form students to be encouraged to plan their own learning activities outside the classroom e.g. Students’ Activities Week and other learning experiences.</li> <li>• More outings to be organized for students of different forms on Enrichment Programme Days and Post-exam Days.</li> <li>• Speakers can be invited to speak on different issues like Values Education and ATL Skills during assembly or Form Teachers periods.</li> </ul>

	<ul style="list-style-type: none"> <li>To practice Positive Education in the classroom and all learning activities</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Re-emphasise the values of Positive Education and send new staff to workshops on Positive Education.</li> <li>Teachers to put into practice the values of Positive Education in the classroom. In practice, Positive Education brings together the best of teaching and learning practices to enhance well-being and support flourishing lives (Geelong grammar school, 2011).</li> <li>Departments to make better use of the Collaborative Lesson Planning periods to share best practices among colleagues of same or cross disciplinary departments. Peer lesson observations may also be encouraged to focus on best practices.</li> </ul>
2. To enhance holistic wellness of students and nurture a positive mindset in the school community	<ul style="list-style-type: none"> <li>To reinforce character-building and uplift moral values through promoting the school-based values education</li> <li>To strengthen students' sense of belonging to the</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Adopt a whole-school approach in the implementation of values education based on yearly selected themes in Form Teacher Periods, subject teaching and ECAs etc.</li> <li>Launch theme-related school-wide activities in collaboration with different student bodies.</li> <li>Invite guest speakers to share on related topics on Enrichment Programme Days and during morning assemblies.</li> <li>Display of banners and art work of famous classical Chinese quotes and Bible verses within the school campus.</li> <li>Positive reinforcement of students' exemplary behaviours or work demonstrating good moral values.</li> <li>Encourage students to organise form-based self-initiated assemblies/programmes.</li> </ul>

	<p>community and enhance interpersonal relationship of students</p> <ul style="list-style-type: none"> <li>To promote a balanced life with self-reflective mindset among students</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>The Guidance and Counseling Committee to offer support to Form Teachers to conduct team building and bonding activities in class.</li> <li>Heads of Form to coordinate and collaborate with the form committees in the implementation of activities and workshops.</li> <li>Cultivate students' service mindset by providing more continuous and long-term service learning opportunities.</li> <li>Publicise and positively reinforce students' contribution and devotion to the College.</li> <li>Revise the target-setting and self-reflection form to allow students to set goals in different aspects in their lives and facilitate their on-going reflection in accordance with the positive values and attributes.</li> <li>Continue with the good practice of subject-related descriptors in setting targets for self-directed learning.</li> <li>Encourage students to participate in local and overseas workshops, conferences and competitions to explore and demonstrate their talents and potential.</li> <li>Collaborate with the PE Department to develop a comprehensive and progressive fitness programme to strengthen our students' physical wellness.</li> <li>Connect with other local schools and overseas sister schools and the Round Square network to organise a diverse range of student activities to broaden students' horizons and foster their international mindedness.</li> <li>Organise alumni sharings and other professional workshops to strengthen our students' time</li> </ul>
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					management skills and provide advice on stress relief.
3. To empower teachers with the aptitude, skills and knowledge in facing new challenges brought by emerging trends	<ul style="list-style-type: none"> <li>To promote wellness of teachers</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Provide facilities for staff members to connect outside of a formal work environment to foster healthy personal and professional relationships.</li> <li>Identify occupational health needs of staff members and provide corresponding support.</li> <li>Utilise common areas to create a conducive environment for staff members and enhance their bonding.</li> <li>Improve working environment to enhance occupational wellness and enrich the campus environment to promote wellness.</li> </ul>
	<ul style="list-style-type: none"> <li>To equip teachers with professional knowledge and skills in supporting students' overall development</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Provide more staff development support to enhance teachers' skills and knowledge in handling SEN.</li> <li>Provide more guidance for teachers to improve communications with parents in order to encourage the development of genuine and effective relationships between parents and the school.</li> <li>Enhance communications and support among form teachers, Head of Form, Guidance and Counseling Committee, social workers and specialists.</li> <li>Improve effective communication among Head of Form and form teachers both horizontally and vertically.</li> </ul>
	<ul style="list-style-type: none"> <li>To provide diversified mode of staff development opportunities</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Provide a wider variety of staff development opportunities for teachers such as outings, interactive workshops and the like.</li> <li>Provide more flexibilities for teachers to participate in staff development programs.</li> </ul>

					<ul style="list-style-type: none"><li>• Utilise collaborative lesson planning meetings effectively to disseminate good practices.</li><li>• Strengthen support to teachers to implement Values Education and National Education.</li><li>• Provide training to teachers in handling SEN.</li><li>• Organise optional wellness classes for teachers to cultivate self-care and well-being.</li></ul>
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