

## Student Support Coordination: A general outline of strategies and success criteria

Targets	Strategies/ Tasks	Success Criteria	I/C
<p><b>2.1 Be Positive</b></p> <p>To cultivate in students a set of positive values through the formal curriculum, informal curriculum and Pastoral Care programmes</p>	<p><b>2.1.1 Foster a shared vision and mission among teachers on What, Why and How of Education (LE)</b></p>		
	a. Strengthen teacher capacity for promoting LE through continuous professional development	<ul style="list-style-type: none"> <li>Over 70% of teachers attend relevant CPD workshops/ courses/ programmes on LE</li> </ul>	SPD
	b. Set up a LE working group (LEU) to refine and enrich the existing school-based LE curriculum framework with the integration of a Christian perspective	<ul style="list-style-type: none"> <li>Curriculum inventory is created to identify strength/ gaps and make adjustment accordingly</li> </ul>	LEU
	c. Identify specific positive values as the Theme of the Year	<ul style="list-style-type: none"> <li>Core theme and form-based focuses are identified with respect to the developmental needs of students</li> </ul>	LEU
	d. Formulate plan for curriculum integration in life education, values education and religious education	<ul style="list-style-type: none"> <li>Specific set of LE elements under various domains is incorporated into Biblical Studies and L&amp;S curriculum</li> </ul>	LEU CMN ROD ACD
	e. Create curriculum time for promoting LE at the school level (CT periods, morning assemblies and mass events as well as OLE, LWL and CCA activities)	<ul style="list-style-type: none"> <li>Common lesson time is scheduled for S.1 Bible lessons across the whole form to facilitate fellowship activities</li> <li>Morning assemblies and mass events are re-arranged to create ample opportunities for the promotion of LE</li> <li>Regular CT periods are reserved for CTs to promote LE</li> </ul>	LEU CMN ROD FC
	f. Make available LE teaching plans and resource packs for class teachers	<ul style="list-style-type: none"> <li>At least 12 LE teaching plan &amp; resources packs are prepared</li> </ul>	LEU
	<p><b>2.1.2 Adopt a whole school approach where subject panels and executive departments incorporate positive values into their respective curricula and programme plans.</b></p>		
	a. Subject panels identify relevant learning elements and adopt diversified teaching strategies to promote positive values.	<ul style="list-style-type: none"> <li>All subject panels incorporate positive values into the curriculum at each level</li> </ul>	All subject panel heads
	b. Executive departments organize activities to create authentic learning opportunities for students to demonstrate positive behaviours.	<ul style="list-style-type: none"> <li>All departments under the student support domain organize activities to promote positive values</li> </ul>	CMN GCD CPD CCA DID ROD SAD SSD
	c. Facilitate collaboration among subject panels and executive departments.	<ul style="list-style-type: none"> <li>Complete a comprehensive matrix to summarize the embedded positive values</li> <li>Reviews constantly on the implementation plan and its learning effectiveness</li> </ul>	LEU

	<b>2.1.3 Devise school-wide theme-based programmes to provide students opportunities to understand, reflect on, and put into practice the positive values and attitudes. e.g.:</b>		
	a. "My Pledge to Act" – a QEF project for promoting positive values	<ul style="list-style-type: none"> <li>● Students demonstrate keen interests in the thematic learning activities</li> <li>● Over 70% of students agree that the thematic activities can help promote positive values &amp; attitudes</li> <li>● Over 70% of students make their pledge of commitment to act with positive values</li> <li>● Over 70% of the respective students agree that the sharing sessions enhance their reflection on the values</li> </ul>	a. GCD b. GCD c. CMN d. ROD e. CMN
	b. "Harmonious School" – an EDB project for S.1 students to build positive relationship with peers		
	c. "自肥企劃" – student making personal pledges with action plans in every term		ACD CMN GCD CPD
	d. "Day by Day" – Christian faith sharing on every Mon morning assembly		CCA DID ROD
	e. "My Values, my Attitudes" – student sharing on every Wed morning assembly		SAD SSD FC All CTs
<b>2.2 Be Committed</b>	<b>2.2.1 Engage students with a well-balanced development of academic pursuit, co-curricular activities and leadership training so as to empower them to be responsible members of the school</b>		
To sustain and deepen students' sense of commitment with respect to their roles in their personal lives, society and country	a. Partnership with NGOs to run workshops and training course to unleash students' academic and non-academic potential.	◇ Over 70% of the respective students agree that the NGOs' workshops are helpful	ACD CCA SSD
	b. Optimize LHBT to render academic support to students of junior levels	◇ LHBT is incorporated into the school timetable for junior levels	ACD FC All CTs
	c. Reconstruct CCA to cover a broad range of intellectual and cultural interests and activities	◇ A variety of new interest clubs is introduced	CCA
	d. Provide opportunities for students to display their talents, e.g. talent show, public speaking and drama performance	◇ Various platforms are explored for students to display their unique talents	ACD CCA FC All CTs
	e. Set up frameworks for the leadership ladder to develop students' leadership potential and competences	◇ All functional groups provide thematic leadership training to their student leaders ◇ Over 70% of the respective students agree that the training courses help unleash their leadership potential	CMN GCD CPD CCA DID ROD
	f. Mobilize various functional groups to provide thematic leadership training programmes for student leaders		
	g. Keep up with the peer-mentoring scheme to foster co-working between senior and junior committee members	◇ Over 70% of the respective students agree that the peer-mentoring scheme facilitate effective collaboration among committee members	
	h. Refine and promote the All-round Development Award Scheme	● Number of enrollment to the All-round Development Award Scheme is increased	SAD
	i. Set up award scheme to recognize outstanding CCA performance.	◇ New award scheme is set up for recognizing outstanding CCA performance	CCA

	<b>2.2.2 Formulate developmental programmes in strengthening students' social awareness and their commitment to serving the community</b>			
	a. Organize experiential learning activities to broaden students' perspectives and sharpen their awareness of the needs of the society	<ul style="list-style-type: none"> <li>● Students demonstrate keen interests in the experiential learning activities</li> <li>● Over 70% of the respective students agree that the learning programmes help sharpen their social awareness</li> </ul>	ACD CMN GCD CPD CCA DID ROD SAD SSD FC All CTs	
	b. Promote iCare Programme to engage students activity in social services	<ul style="list-style-type: none"> <li>● Number of students enrolling the iCare programme is increased</li> </ul>	CMN SAD	
	c. Refine award scheme to recognize keen social service participation			
	<b>2.2.3 Implement National Security Education (NSE) to enable students to develop a sense of national identity and be committed to caring and contributing to the country.</b>			
	a. Set up a working group to take charge of the planning and coordination work in promoting NSE	◇ A NSE working group is formed to enhance curriculum coordination and planning at school level	NSE,	
	b. Enhance teachers' professional development on NSE	◇ Over 50% of teachers attend relevant CPD workshops/ courses/ programmes on NSE	SPD	
	c. Establish the monitoring mechanism for regular review of learning and teaching resources	◇ All teachers archive their work plans, selected or self-compiled teaching materials, question papers for tests and examinations	NSE All teachers	
	d. Organize learning activities to strengthen students' national identity & their understanding of modern China <ul style="list-style-type: none"> <li>◇ Sister Schools Programme</li> <li>◇ Exchange Programmes</li> <li>◇ Service programmes in China</li> <li>◇ Sharing after Flag-hoisting Ceremony</li> </ul>	◇ Student actively take part in the activities and show concern for the motherland	ACD CMN GCD DID OCD HSC SSD FC All CTs	
<b>2.3 Be Connected</b>	<b>2.3.1 Conduct an array of class-based, inter-class, inter-house along with student-led activities to build up class spirit, peer bonding and student-teacher rapport.</b>			
	To promote positive school connectedness at the individual, classroom and school level to sustain a caring school climate	a. Extend Super Class Scheme to cover a wide range of activities and competitions	<ul style="list-style-type: none"> <li>● Super Class Scheme is extended to cover a wide range of activities and competitions under the four specific domains</li> </ul>	SAD
		b. Class-based activities, e.g. <ul style="list-style-type: none"> <li>◇ Study Group,</li> <li>◇ Christmas Party</li> <li>◇ Student-led activities with PIE process run by class union</li> </ul>	<ul style="list-style-type: none"> <li>◇ At least 2 class-based student-led activities are initiated by the class unions</li> <li>◇ Students show active participation, team spirit and collaboration in activities</li> </ul>	FC All CTs
		c. Inter-class competition, e.g.	◇ Over 70% of students agree	CMN

	<ul style="list-style-type: none"> <li>✧ Bulletin Board Design</li> <li>✧ Discipline Campaign</li> <li>✧ Super Class Scheme</li> </ul> <p>d. Inter-house competition, e.g.</p> <ul style="list-style-type: none"> <li>✧ Singing Contest</li> <li>✧ Sport Competition</li> <li>✧ Quiz Contest</li> </ul>	<p>that the activities promote positive peer relationships</p> <ul style="list-style-type: none"> <li>✧ Over 70% of teachers agree that student-teacher relationship are strengthened</li> </ul>	<p>GCD CPD CCA DID ROD SAD</p>
<b>2.3.2 Establish sustainable school, family, church and community partnerships to provide students with diversified learning opportunities and a wider social exposure</b>			
	<p>a. Church-school collaboration</p> <ul style="list-style-type: none"> <li>✧ Co-work for BK teaching</li> <li>✧ Fellowship and cell groups</li> <li>✧ Gospel Week</li> </ul>	<ul style="list-style-type: none"> <li>● Smooth implementation of various partnership programmes</li> <li>● Students demonstrate keen interests in joining the learning activities</li> <li>● Active participation of alumni and parents is observed</li> <li>● Different modes of parental participation are formulated</li> <li>● Parent-child elements are added to various major school events</li> <li>● Over 70% of the respective students agree that their social exposure are widen with the partnership programmes</li> </ul>	<p>HSC CSC ROD CPD CCA Alumni</p>
	<p>b. Home-school cooperation</p> <ul style="list-style-type: none"> <li>✧ Parental talks/ workshops</li> <li>✧ Volunteer work at school</li> <li>✧ PTA Fun Day</li> </ul>		
	<p>c. Alumni networking</p> <ul style="list-style-type: none"> <li>✧ Career Kaleidoscope</li> <li>✧ Alumni Mentoring Scheme</li> <li>✧ Job shadowing</li> </ul>		
	<p>d. Community Support</p> <ul style="list-style-type: none"> <li>✧ Support from professional associations, e.g. HKPASEA</li> <li>✧ Business-School Partnership University Partnership</li> </ul>		
<b>2.3.3 Maximize the use of campus space to facilitate various kinds of co-working or get-together activities to build collaborative and inclusive communities for learning and belonging.</b>			
	<p>a. Applying QEF for “Day-STREAMING” project to create co-learning spaces in the second hall and G/F corridor.</p>	<ul style="list-style-type: none"> <li>✧ Successful applications of QEF are made to finance the renovation work to create co-learning spaces and a self-directed learning hub to support student learning</li> </ul>	<p>GAD ICT</p>
	<p>b. Applying QEF for renovating G04 to build a self-directed learning hub.</p>		
	<p>c. Refurbish G08 for use as a venue for mindfulness and reflection activities.</p>	<ul style="list-style-type: none"> <li>✧ Refurbishment works of G08, Rm 416 and Rm 417 are completed within schedule</li> </ul>	<p>LEU ROD</p>
	<p>d. Set up Religious Education Resources Centres in Rm 416 and Rm 417.</p>		
	<p>e. Fully utilize the pocket space in school campus (e.g. TV wall and Grace Oasis) as a means for nurturing students’ sense of community.</p>	<ul style="list-style-type: none"> <li>✧ Various kind of co-working and get-together activities are held across the year in the newly renovated venues</li> </ul>	<p>GAD</p>

*Aspire not to have more but to be more – be your own remarkable!*