

St. Margaret's Co-educational English Secondary & Primary School 聖瑪加利男女英文中小學

Annual School Plan 2024 – 2025



33 Sham Mong Road, West Kowloon, HKSAR

St. Margaret's Co-educational English Secondary and Primary School

Annual School Plan 2024 – 2025

Major Concern 1: Nurturing Active Learners: Prioritizing Ownership, Reflection, and Adaptability

培育主動積極的學習者：重視自主、反思與適應力

Targets	Strategies & Tasks	Time Scale	Success Criteria	Method of Evaluation	People responsible	Remark/ Budget
1. Empower Students to Take Ownership of their Learning	1. Engage P.3 to S.6 students in setting personal goals aligning with the concept of ownership. Streamline goal-setting frameworks across P.3 to S.6, integrating personal aspirations with core subject requirements. Develop an electronic personal goal-setting platform.	Whole Year <i>(with regular reviews and adjustments as needed.)</i>	90% of students actively engage in goal setting and demonstrate progress towards their personal goals. - Most students can articulate their learning goals and the strategies they plan to use, demonstrating that they feel empowered and responsible for their learning outcomes.	- Reviews of electronic goal-setting entries. - Teacher and student surveys. - Teacher observations and feedback from student-led conferences	CLP Master (Mr. Tam S.J.) ITDC (Mr. Lau S.W. & Mr. Wong M.K.) Class Teachers, CDC	Funding allocated for the development and implementation of the goal-setting platform.
	2. Empower students to select their own topics and methods of learning - Conduct a stocktake and review of the current projects in each KLA for each level and their timeline. - Enhance cross-curricular projects by integrating elements of entrepreneurship, the 17 Sustainable Development Goals (SDGs), National Security Education, Career and Life Planning, and values education. - Allow students to select their own topics and methods of learning, fostering a personalized and engaged learning experience in cross-curricular projects. - Incorporate structured reflection sessions to help students identify learning outcomes and areas for improvement during the primary cross-curricular activity day.	Whole Year <i>(with regular reviews and adjustments as needed.)</i>	85% of students show motivation and engagement in learning, as observed through participation and feedback. - Positive feedback from students and teachers on the relevance and effectiveness of the enhanced cross-curricular projects. - Students demonstrate reflective thinking by identifying areas for improvement.	- Conduct surveys and interviews with students and teachers to gather feedback on motivation, engagement, and project relevance. - Review teacher observations and assessments of student participation and engagement. - Review students' written reflections or conduct debrief sessions to assess depth of reflective thinking and self-evaluation capabilities.	All KLAs, CDC, CLP	Allocate funds for the organization of cross-curricular projects, student and teacher training.

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Targets	Strategies & Tasks	Time Scale	Success Criteria	Method of Evaluation	People responsible	Remark/ Budget
2. Foster Reflection and Self-Assessment	1. Engage students to reflect on their progress and achievements in all KLAs - Expand the use of reflective tools such as digital portfolios or goal-setting evaluation checklists in 2 KLAs, allowing students to reflect and showcase their learning journey. - Systematically use S.1 to S.5 learning data to provide necessary support to students needing further support and new students, offering personalized learning through more personal tutorials. - Use data to tailor educational paths and interventions.	Whole Year <i>(with regular reviews and adjustments as needed.)</i>	80% of students demonstrate improved self-awareness as evidenced by reflective tools and teacher feedback. - KLA heads identify students needing further support through presented progress data. - Positive trend in academic performance for S.1 to S.5 students as a whole in the first and second terms. - KLA heads and CLP Masters actively talk to their peers.	- Surveys or focus group interviews with students and teachers to gather feedback on the implemented strategies and tools. - Preparation of an S.1 – S.5 statistic report for KLA heads' information. - Continuous tracking of student performance.	All KLAs, CDC, CLP Statistic Team i/c (Mr. Fu CS) CLP Master (Mr. Tam S.J.)	Allocate funds for professional development workshops and training sessions for teachers.
	2. Establish, refine and consolidate a reflection mechanism in all KLAs to foster reflective learners, and refine the teaching method of each KLA with reference to students' reflections on their learning, aiming to better cater to learning diversity - Develop a standardized reflection template for students to use across all KLAs. - Conduct KLA-CPD for teachers on how to integrate student reflections into their teaching strategies.	Whole Year <i>(with regular reviews and adjustments as needed.)</i>	- Improvement in students' reflective skills as observed by teachers. - Teaching methods across each KLA are refined based on student reflections, leading to observable enhancements in handling learning diversity. - KLA heads share their views with peers, teachers, and parents.	- Review and analyse student reflection documents and feedback - Conduct teacher assessments or student surveys to evaluate the effectiveness of refined teaching methods. - Dialogue between KLA heads, their peers, teachers, and parents.	All KLAs, CDC	Funding allocated for development of reflection templates and teacher training sessions.

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Targets	Strategies & Tasks	Time Scale	Success Criteria	Method of Evaluation	People responsible	Remark/ Budget
3. Promote Cross-KLA Learning and National Security Education	1. Develop and Implement Cross-KLA Learning Activities to Broaden Student Horizons - Enhance cross-curricular activity days by incorporating elements of Chinese culture, National Security Education, Career and Life Planning, and values education. - Develop and integrate a curriculum that includes Chinese cultural, National Security Education, and values education across both primary and secondary levels. - Identify and utilize opportunities within the school timetable for the implementation of these integrated lessons. - Regularly feature presentations on National Security Education (20 Major Fields of National Security) during morning assemblies by different KLAs to inspire and educate students, enhancing their understanding of NSE.	Whole Year <i>(with regular reviews and adjustments as needed.)</i>	- Successful integration of Chinese culture, NSE, and values education into the school curriculum. - Positive student and teacher feedback on the relevance and impact of integrated curriculum content. - Enhancement of students' appreciation and understanding of national identity and cultural diversity. - Each student has one Chinese skill in hand, e.g., embroidery, guzheng, paper cutting, or traditional Chinese robe design, etc.	- Ongoing documentation and review of curriculum integration efforts. - Conduct surveys to assess students' understanding of NSE. - Feedback from morning assemblies and other NSE-related events for student engagement and reception.	All KLAs Chinese Language KLA (Ms. Tang PS) NSE Coordinators (Ms. Kwok LS, Ms. Wu TM) CDC	Allocate funds (e.g. LWL Grant, QEF My Pledge to Act) for Curriculum Development
	2. Enhance the effectiveness of National Security Education through self-learning in Citizenship, Economics and Society, Citizenship and Social Development, and other relevant subjects. - Develop and distribute self-learning materials and resources focused on National Security Education across relevant subjects. - Integrate NSE topics into the curriculum of Citizenship, Economics and Society, and Citizenship and Social Development. - Utilize online platforms to provide interactive self-learning materials, quizzes, and assessments on NSE. - Organize workshops and seminars for teachers to effectively incorporate NSE into their teaching strategies.	Whole Year <i>(with regular reviews and adjustments as needed.)</i>	85% of students complete the self-learning materials and demonstrate a clear understanding of NSE topics. 85% of students in relevant subjects show improved knowledge and application of NSE in their assignments 80% positive feedback from students or teachers on the effectiveness of NSE integration in the curriculum.	- Track completion rates and performance in self-learning materials and quizzes. - Review assignments to assess the integration and understanding of NSE. - Evaluate teacher feedback on the effectiveness of CPD and the integration of NSE into their teaching.	NSE Team, All KLAs, CDC	Allocate funds (e.g. QEF My Pledge to Act) for Curriculum Development

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Targets	Strategies & Tasks	Time Scale	Success Criteria	Method of Evaluation	People responsible	Remark/Budget
4. Enhancing Students' Adaptability to the Ever-Changing World	1. Develop Presentation Skills and Promote Project-Based Learning ● Integrate opportunities for developing presentation skills into lessons and activities across English, Chinese, Mathematics, PSHE, and Science KLAs. ● Use project-based learning as a teaching approach to enhance problem-solving and collaborative skills. ● Regularly feature student-led presentations on campus TV by different KLAs to inspire and educate peers. ● Provide workshops and training sessions for students on effective presentation techniques and digital content creation.	Whole Year (with continuous evaluation and adjustments.)	● An overall improvement in students' presentation skills and confidence as reported by teachers through observations and assessments.	● Teachers will use rubrics to assess students' presentation skills during classroom activities, projects, and presentations. Feedback collected through these rubrics will be discussed in KLA meetings, ● Gather feedback from teachers and students via surveys / focus groups on the effectiveness of the implemented strategies and tasks. ● Monitor the quality and engagement levels of student presentations on campus TV.	All KLAs, CDC, Campus TV	Allocate funds for teacher training, lesson plan development, and project-based learning resources.
	2. Promote Digital Citizenship and Media Literacy ● Strengthen digital citizenship and media literacy by developing and implementing learning activities and practical cybersecurity workshops across STEAM, Science, ICT, and Learning to Learn subjects. ● Implement a cyber security awareness initiative to instruct students on online safety, privacy, and responsible digital conduct.	Whole Year (with continuous evaluation and adjustments.)	● Improved student understanding and practice of digital citizenship and media literacy. ● Increased awareness and practical implementation of cyber security protocols by students	● Assess student performance and engagement in digital citizenship, cyber security and media literacy activities.	ITE, Science, MCNE, LVE, STEAM, NSE Team ITDC	Participate in EDB's USSP (INSTEAM Project by HKU – CITE)

Targets	Strategies & Tasks	Time Scale	Success Criteria	Method of Evaluation	People responsible	Remark/ Budget
4. Enhancing Students' Adaptability to the Ever-Changing World	3. Strengthen STEAM Education • Conduct a review to identify areas for strengthening the incorporation of STEAM elements, with a focus on problem-based learning, across respective KLAs. • Implement the revised, STEAM-enhanced curriculum in selected KLAs. • Provide professional development for teachers on integrating STEAM and problem-based learning into their teaching practices. • Organize STEAM week, STEAM fairs or exhibitions to showcase student projects and innovations. • Develop partnerships with local businesses to provide practical insights in entrepreneurship within the STEAM framework (initially piloting this at S.2).	Whole Year <i>(with continuous evaluation and adjustments.)</i>	• Enhanced student engagement and performance in STEAM-related activities and problem-based learning. • 80% of students demonstrate improved engagement and performance in STEAM activities. • 75% positive feedback from students and teachers on the effectiveness of the revised STEAM curriculum.	• Assess student performance in STEAM activities and problem-based learning through projects, assessments, and teacher evaluations. • Gather feedback from teachers / students via surveys / focus groups on the effectiveness of the implemented strategies and tasks. • Monitor participation rates and engagement levels in STEAM fairs and exhibitions.	STEAM, Maths KLA, ITE, Science KLA All KLAs	Allocate funds for the review and strengthening of STEAM elements.

Major Concern 2: Strengthening Positive Education

強化正向教育

Targets 1	Strategies & Tasks	Time Scale	Success Criteria	Method of Evaluation	People responsible	Remark/ Budget
Foster students' well-being through the integration of the 15-core-value-system	1a. Review school policies and strategies to emphasise the recognition and appreciation of students' efforts and good will. 1b. Strengthen the Life Value Education curriculum to promote well-being and appreciation of life and people among students. 1c. Participate in two Positive Education Projects to provide students with authentic situations to apply their knowledge and skills effectively. i. JC VOLUNTEER TOGETHER – School Based Programme 賽馬會眾心行善 – 義工推廣校園夥伴計劃 ii. 教育局訓育及輔導組「WE」正向動力計劃	Whole Year	Recognition and appreciation of students' efforts and good will are emphasised and students' well-being is enhanced.	Conduct surveys or focus group interviews with students, and teachers to gather feedback on the implemented strategies and tasks.	SDC, LVE, Student Health Care Team, Class Teachers	
	2. Launch Peace School and other pastoral programmes to cultivate positivity among students.	Whole Year	Positive feedback from teachers and parents (80%) on programmes.	Conduct surveys or focus group interviews with students, and teachers to gather feedback on the programmes.	SDC, LVE, Student Health Care Team	LWL Grant

Targets 1	Strategies & Tasks	Time Scale	Success Criteria	Method of Evaluation	People responsible	Remark/ Budget
	3. Provide training for teachers and parents on positive education and positive parenting.	Whole Year	Positive feedback from teachers and parents (80%) on the effectiveness of the training.	Conduct surveys with teachers and parents to gather feedback on the training.	Staff development, School Social Worker, PTA	Parent Education Grant, One-off Grant for Mental Health at School, One-off Grant for Mental Health of Parents and Students
	4a. Implement the revised curriculum with a focus on 15 core values across all KLAs to increase students' awareness of positive education. 4b. Incorporate elements of positive education into at least one level of all Key Learning Areas (KLAs). Foci: i. Encourage students to delve into the different core values, as well as apply them and behave accordingly. ii. Recognise students' achievements.	Whole Year	Positive feedback from students (80%) on the effectiveness of KLA learning activities.	Analyse student performance and feedback from KLA learning activities.	All KLAs	LWL Grant

Annual School Plan 24/25 (MC2 – Target 2) Version 2

Targets 2	Strategies & Tasks	Time Scale	Success Criteria	Method of Evaluation	People responsible	Remark/ Budget
Promote a stronger sense of belonging among students towards the school and society	1. Organise activities to promote greater student involvement. - Regular core values sharing by student leaders. - Sustain the operation of the SA community subcommittee in collaboration with the Community Service Team to hold volunteer work for grassroots children, the elderly, and those in need. - Include debriefing session as part of the programme to promote students' reflection skills. - Participate in the "JC VOLUNTEER TOGETHER – School-Based Programme 賽馬會眾心行善 - 義工推廣校園夥伴計劃," to nurture a compassionate learning environment. - Implement the Farmunity Project for all S.2 students by the STEAM Team. - Establish a Lunch Time Math Corner by the Math Society Committee, where senior students provide support to lower form students.	Whole Year	Positive feedback from participants (80%) on the effectiveness of the activities.	Conduct discussion / pre- and post- programme evaluation and questionnaires with students, and teachers to gather feedback on the learning outcome of the activities.	Assembly Team, Student Association, OLE, LVE, Community Service Team, STEAM Team, Science & Math KLAs	LWL Grant

Targets 2	Strategies & Tasks	Time Scale	Success Criteria	Method of Evaluation	People responsible	Remark/ Budget
	2. Promote a healthy atmosphere in school. - Promote 4Rs by the Student Health Care Team to enhance wellness. - Continue the "Mindfulness" campaign to enhance students' mental well-being. - Reinforce the culture of "Good Students and Good Deeds" to foster a supportive school environment. - Present Award Stars for "Good Students with Good Deeds" to recognise and celebrate students' contributions and achievements. - Carry forward the "Buddy Scheme" to support newcomers. - Expand the "Peer Counsellor" team to further train senior students and buddy students in supporting junior students and their peers respectively.	Whole Year	Positive feedback from participants (80%) on the effectiveness of the activities.	Conduct discussion / pre- and post- programme evaluation and questionnaires with students, and teachers to gather feedback on the learning outcome of the activities.	SDC, LVE, Student Health Care Team, Staff Welfare Team	LWL Grant, One-off Grant for Mental Health at School, One-off Grant for Mental Health of Parents and Students
	3. Increase collaboration and support from alumni. - Expand the pilot scheme of Mentorship Programme to lower levels. - Further expand alumni database. - Strengthen channels (Campus TV, TV, Assembly) for disseminating alumni achievements.	Whole Year	Positive feedback from participants (80%) on the effectiveness of the activities.	Conduct discussion session with alumni and student participants on the effectiveness of the activities.	Alumni Association	

Targets 2	Strategies & Tasks	Time Scale	Success Criteria	Method of Evaluation	People responsible	Remark/ Budget
	4. Launch programmes regarding National Security Education. • Maintain cooperation with the EDB and collaborate with the KLAs to hold NSE exhibitions and NSE Day activity to enhance understanding of the NSE among Secondary and Primary students. • Transmit the NSE information to all teachers (internal circulars and staff meetings) to cultivate teachers' and students' knowledge and a sense of belongings towards our society. • Recruit more students from the Primary section to join the Flag-raising Team to help instill a sense of belonging to the country from an early age. • Conduct weekly Chinese headline sharing sessions during the morning assembly to foster a deeper connection and awareness of national issues (culture, politics, economy, and current events) among students.	Whole Year	Positive feedback from participants (80%) on the effectiveness of the activities.	Analyse student performance and feedback from KLA learning activities.	NSE Team, All KLAs, Flag-raising Team	LWL Grant

Appendix 2 : Remarks on Major Concerns

Remarks on Major Concern 1: Nurturing Active Learners:
Prioritizing Ownership, Reflection, and Adaptability
培育主動積極的學習者：重視自主、反思與適應力

Introduction:

As a DSS school providing a global education, it is our goal to nurture students to be all-rounders who are able to rise to the challenges of the 21st Century. One of the major concerns we have identified in our 2023-2028 SDP is to nurture students to be active learners. This involves developing students who take ownership of their learning, reflect on their progress, and adapt to the ever-changing world. Active learners are students who take an active role in their own learning process, exhibiting ownership, reflection, and adaptability. In this document, we outline the attributes of active learners we aim to cultivate in our students and the practices we will implement to achieve this goal.

Attributes of Active Learners:

To develop active learners, we have identified the following attributes to focus on:

1. **Ownership of learning:** Active learners exhibit ownership of their learning, setting short- and long-term goals and striving to achieve them. (Fullan, 2013) They are also reflective learners, consistently assessing their learning strategies, evaluating their effectiveness, and making necessary adjustments to achieve their goals. (Education Bureau, 2017) Our school aims to instill these attributes in our students, to foster their growth as lifelong learners.
2. **Reflection:** Active learners engage in regular reflection to evaluate their learning progress (Kolb, 1984; Schön, 1983). They consider the purpose of their learning, the strategies they have employed, the effectiveness of those strategies, and any necessary adjustments to enhance their learning experiences (Gibbs, 1988). This reflective process allows learners to better understand their strengths and weaknesses, promoting continuous growth and improvement in their learning journey.
3. **Adaptability:** Active learners are adaptable to the ever-changing world. They have strong presentation skills, are proficient in STEAM education, and practice digital citizenship (OECD, 2022).

Preparing Students for the 21st Century:

In addition to ownership, reflection, and adaptability, our school recognizes the importance of preparing students for the challenges of the 21st century. We aim to enhance their adaptability by providing STEAM education, improving presentation skills, and encouraging digital citizenship. (OECD, 2022) Through STEAM education, students can develop creativity, critical thinking, and problem-solving skills that are crucial for success in the modern world. (OECD, 2022) Digital citizenship, meanwhile, is critical in the digital age, as it enables students to understand multiple perspectives, communicate and collaborate effectively, and act empathetically and respectfully online. (Education Bureau, 2017)

Practices to Develop Active Learners:

In continuation of our school's commitment to fostering student-led learning, as highlighted in our previous school development plans, we will implement the following practices to further promote active learners:

1. **Encourage Student-Centered Learning:** Building on the success of our previous development plans centered on student-led learning, we will continue to promote student-centered learning, which shifts the focus from teacher-led instruction to students taking an active role in their educational journey (Weimer, 2002). In this approach, learners set goals, monitor their progress, and reflect on their performance, following the principles of self-regulated learning (Zimmerman, 1989). By adopting student-centered learning strategies, we empower students to become active learners, fostering their sense of ownership and self-efficacy (Fullan, 2014). This approach also resonates with the constructivist theories of Piaget (1950) and Vygotsky (1978), emphasizing the importance of individual exploration and social interactions in the learning process.

- 2. **Enhance Presentation Skills:** Presentation skills are essential for effective communication and self-expression. We will provide students with opportunities to refine their presentation abilities in diverse contexts, supported by constructive feedback (Fullan, 2014), thus encouraging ownership of their learning and continuous self-reflection.
- 3. **Provide STEAM Education:** STEAM education integrates science, technology, engineering, arts, and mathematics, promoting innovation, creativity, and problem-solving skills in students (Piaget, 1950). We will create a STEAM-rich environment that encourages learners to explore, experiment, and set personal goals for their development (OECD, 2022).
- 4. **Promote Digital Citizenship:** Digital citizenship involves the responsible use of technology to engage with others respectfully and ethically (Gee, 2007). We will support students in using digital tools to understand different perspectives, collaborate with peers, communicate empathetically, respect digital privacy and intellectual property, avoid sharing non-credible resources, and practice mindfulness regarding physical, emotional, and mental health while using digital tools. This approach aligns with Vygotsky's (1978) social constructivist theory, emphasizing the importance of social interactions in learning.

Formulating the Plan:

Our school formulated this plan through extensive consultation with different stakeholders such as student leaders, parents, teachers, and the school management committee. We held meetings to discuss the major concerns and goals of our SDP and conducted research on the latest educational practices and scholarly works from academic scholars. We consulted Hong Kong Education Bureau's Key Issues and Strategies on curriculum development to align our practices with the latest educational trends.

Conclusion:

In conclusion, nurturing active learners is a major priority for our school, as we aim to provide a global education that prepares students for the challenges of the 21st century. By prioritizing ownership, reflection, and adaptability, and providing opportunities for STEAM education and digital citizenship, we hope to instill the necessary attributes and skills in our students, so that they may thrive in the ever-changing world.

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Remarks on Major Concern 2: Strengthening Positive Education 強化正向教育

Introduction:

The global pandemic COVID-19 has greatly impacted students' learning, physical activities, personal development, and psychological well-being (Chen et al., 2021). As a response to these challenges, our school has established a student-led culture and a 15-core-value-system, which were recognized in our school's ESR Report 2021 (Education Bureau, 2021). In our School Development Plan (SDP) 2023-2028, we aim to strengthen positive education to promote students' well-being, appreciation of life and people, and sense of belonging. This document outlines our positive education practices and strategies, as well as our goals and student learning outcomes.

Addressing Students' Needs:

To ensure that our positive education initiatives meet the needs of our students, we conducted a review of available research and consulted with various stakeholders, including student leaders, teachers, parents, and the school management committee. We also referred to the Hong Kong Education Bureau's guidelines on value education (Education Bureau, 2021) and considered the needs of our society and students. In addition, we reviewed the results of the Student Wellness Survey conducted by the Hong Kong University's Centre for Suicide Research and Prevention in 2020, which highlighted the importance of addressing students' mental health and well-being during the pandemic (Chan et al., 2020).

Positive Education Practices and Strategies:

Our positive education practices and strategies include the following:

A) Promoting well-being and appreciation of life and people among students through:

1. **Refining school policies and practices** to align with positive education principles, such as promoting a positive school culture, fostering positive relationships between students and teachers, and creating a supportive learning environment (Leff et al., 2018).
2. **Classroom learning** in various subjects that integrate positive psychology principles and values (Seligman et al., 2009).
3. **Life value education curriculum** that promotes positive attitudes, ethical values, and character development (Waters, 2011).
4. **Personal growth and development activities and programs** that help students develop resilience, coping skills, and emotional intelligence (Durlak et al., 2011).

B) Enhancing students' sense of belonging and social connectedness through:

1. **Promoting a culture of inclusivity and respect**, where all students feel valued and supported (Goodenow et al., 2003).
2. **Providing opportunities for students to engage in community service and social activities**, both within and outside the school (Oesterle et al., 2004).
3. **Encouraging positive peer relationships** through peer mentoring programs and team-building activities (Huang and Invernizzi, 2020).
4. **Creating opportunities for students to connect with alumni, industry professionals, and other community members** to broaden their networks and career prospects (Goss et al., 2019).

Student Learning Outcomes:

Our positive education initiatives aim to promote the following student learning outcomes:

1. **Improved well-being and mental health**, including reduced stress, anxiety, and depression (Suldo et al., 2014).
2. **Enhanced social-emotional skills**, including empathy, self-awareness, and self-regulation (Durlak et al., 2011).
3. **Increased sense of meaning and purpose in life** (Steger et al., 2009).
4. **Improved academic performance and motivation** (Durlak et al., 2011).
5. **Strengthened sense of community and belongingness** (Goodenow et al., 2003).

Goals:

Our school's SDP 2023-2028 aims to achieve the following goals:

Goal 1: Strengthening Positive Education Curriculum

We will review and enhance our existing positive education curriculum by integrating the latest research and best practices. We will also collaborate with external experts and organizations to provide training and professional development opportunities for our teachers.

Goal 2: Developing a Comprehensive Wellness Program

We will develop a comprehensive wellness program that addresses the physical, social, emotional, and spiritual aspects of students' well-being. This program will include a range of activities and resources, such as mindfulness practices, counselling services, and health education.

Goal 3: Enhancing Student Engagement and Leadership

We will provide more opportunities for students to engage in leadership and community service activities, as well as to participate in decision-making processes that affect their learning and well-being. We will also develop a mentorship program that connects students with alumni and industry professionals.

Goal 4: Strengthening School-Home-Community Partnerships

We will strengthen our partnerships with parents, community organizations, and local businesses to create a supportive network that enhances students' learning and well-being. We will also collaborate with these partners to provide internship and career opportunities for our students.

Conclusion:

Our school is committed to promoting positive education and enhancing students' well-being, appreciation of life and people, and sense of belonging. Through our SDP 2023-2028, we will continue to develop and implement evidence-based positive education practices and strategies that meet the needs of our students and community. We believe that by working together, we can create a school culture that fosters positive growth and development for all our students.

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