

Delia Memorial School (Hip Wo)

School Development Plan

2023/24, 2024/25, 2025/26

1. School Vision and Mission

Vision

Since our establishment, Delia Memorial School (Hip Wo) has been providing educational services to local ethnic groups and newly-immigrated families from the Mainland. It is our vision to strive for and make equity in education a reality for the disadvantaged groups. With more than 50 years of experience, we have become a specialized school offering education to both the ethnic minority students and the newly-arrived students in Hong Kong.

Mission

Our school motto is 'Strive for advancement despite adversity'. We aim at taking action in reversing the historical and social disadvantages that prevent our students from accessing and benefiting from education on equal grounds. We are devoted to providing quality educational services, facilitating our students to integrate in Hong Kong and equipping them with the skills for upward mobility in the society. We are committed to developing our school as a place characterized with 'integration of multi-cultures', 'a balanced-development of five virtues', and we strive to 'create opportunity of success' for students. The school also makes use of the community resources to cater for the learning needs of the students as well as helping them integrate into society through collaboration with various non-governmental organizations (NGOs) in order to make the support and services more responsive to the needs of our students.

2. School Goals

We focus on:

- developing students to their full potential including the development of their generic skills, knowledge, values and attitudes, as well as enabling them to have an all-rounded development of five virtues namely ethics, intellect, physique, social skills and aesthetic skills;
- developing multicultural education and cultivate students' multicultural values and perspectives, enabling them to understand and appreciate different ethnic groups and their cultures, and at the same time equipping them with a world vision;
- constructing an inclusive, harmonious campus. We believe that everyone can have chances for success. We have a strong belief that education leads one to the path of success rather than failure. We are committed to establishing a campus that is full of success and opportunities, thus motivating students to try their best in all aspects.

3. School Motto

Striving for Advancement, Despite Adversity 積極奮進，逆境自強

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2019/20 – 2022/23

Major Concern and target	Extent of the target achieved	Follow-up actions	Remarks
<p><u>Major Concern 1: Enhancing Students' Innovative Mentality and Problem Solving Skills</u></p> <p>Target 1 - Enhance students' generic skills, especially creative mentality and problem-solving skills</p> <p>Target 2 - Nurture the development of more capable students in the area of STREAM</p> <p>Target 3 - Develop students' interest in reading</p> <p>Target 4 - Boost students' proactivity, creativity and self-confidence</p>	<p>Fully achieved</p> <p>Fully 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><u>Major Concern 2: Enhancing learning effectiveness through catering for learner diversity</u></p> <p>Target 1 - Enhance students' learning motivation and effectiveness by using Differentiated Instructions</p> <p>Target 2 - Enhance students' learning motivation and effectiveness through e-learning</p>	<p>Partly achieved because the quality of the learning packages need to be further refined.</p> <p>Fully achieved</p>	<p>Incorporated as routine work</p>	<p>Head of L&T needs to follow closer.</p>
<p><u>Major Concern 3: Guiding Students to Establish Life Goals</u></p> <p>Target 1 - Implement 'My Path of Growth' Award Scheme with effectiveness</p> <p>Target 2 - Recognize students' effort and achievements by rewarding them in a timely manner</p> <p>Target 3 - Showcase students' talents by offering more success opportunities</p>	<p>Fully 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>	

b. Evaluation of the School's Overall Performance

(1) How do students perform in achieving the Seven Learning Goals?

Areas	Major Strengths	Areas for improvement
1. Healthy Lifestyle	<ul style="list-style-type: none"> The school actively encouraged students to participate in sports and aesthetic activities outside the classroom. Apart from regular OLE activities including external sports competitions, visits to art museums and performances, Arts and PE Departments organized various internal activities and attracted crowds of students. It could be seen that students showed great interest in arts and sports. 	<ul style="list-style-type: none"> According to the KPM data obtained, only S.1 to S.3 female students and S.5 male students showed improvement in the area of “percentage of students within the acceptable weight range” when compared to the data collected in the previous school year. Moreover, the overall percentage of students within the acceptable weight range was far lower than that indicated by the Student Health Service of the Department of Health. Despite students actively participating in sports activities, overweight and underweight problems still exist, students’ eating habits might be the culprit, particularly non-Chinese students in our school as they have unique lifestyles. The school would communicate closely with parents on the matter of healthy eating habits. Besides, the school would suggest that the tuck shop manager provide more healthy food. Although students actively participated in sports activities, it can be seen that students lacked perseverance. This is reflected in the school attendance rate. The school would educate students to transfer the good value of perseverance learnt from sports activities to their daily life. The school exhibited students’ quality artwork at different corners in school, aiming at cultivating students’ abilities in arts appreciation. However, some students vandalized the arts displays from time to time. Values education on ‘respect for others’ and other related civic values has to be strengthened. Also, the school would place more emphasis on educating students about arts and arts appreciation.

Areas	Major Strengths	Areas for improvement
2. Life Planning	<ul style="list-style-type: none"> • The school has implemented the junior form life planning curriculum “My Path of Growth” for four years. The curriculum included understanding of oneself, life planning skills, goal setting as well as skills on self-reflection and goal adjustments. Students understand that life planning is a lifelong and continuous process; they generally grasped life-planning skills. • Life-planning curriculum in senior forms explored students to areas including further studies, future career, career training, workplace ethics and other related information. Besides, the school provided workplace visits, exposing them to the real working environment and encouraging them to look for work mode that suits them. • In the 2022/23 school year, the school arranged 35 students to participate in 2-3 days career taster programmes organized by the Jockey Club, Ocean Park and CHEER. The programmes included jobs such as coffee-making, animal care, office assistance, theme park assistance, etc. 	<ul style="list-style-type: none"> • Students’ life planning records have to be improved. The school would establish an E-platform to record students’ life planning events systematically starting from the junior forms. The paper records used currently would be replaced. • Life planning at school was taken care by teachers of the Career Guidance Committee. However, owing to the lack of experience of the team, the professional capacity of it needs to be improved. The nine members in the committee have only 0-3 years of experience in handling career and guidance affair. The school would offer professional development to boost the team’s professionalism.
3. Information Literacy	<ul style="list-style-type: none"> • Information literacy was embedded in all junior form curriculum in recent years. Most students were good at expressing ideas and learning using information technology. • The internet has been students’ major source of receiving information. However, students were negatively impacted by misinformation online. The school would focus on educating students in distinguishing information on the Internet, as well as protecting personal information online and offline. 	<ul style="list-style-type: none"> • Some students failed to lead a healthy digital life and properly use information technology. They found it particularly difficult in resisting Internet addiction. • Some students failed not take accountability and responsibility of information sharing. They did not think carefully before spreading information online. The school would educate students on ethical issues when using new and advanced information technology.

Areas	Major Strengths	Areas for improvement
4. Generic Skills	<ul style="list-style-type: none"> The school nurtured students' generic skills through different Key Learning Areas. Different subjects have set leveled learning goals for students at different learning stages. 	<ul style="list-style-type: none"> One-way teaching was observed in most of the lessons, students' participation has to be greatly increased to provide opportunities for them to develop their generic skills. Among the nine generic skills, students' project learning skills, problem-solving skills and self-management skills were particularly low. The school would nurture and support students from both learning and teaching, as well as student support aspects.
5. Language Proficiency	<ul style="list-style-type: none"> Chinese language proficiency of Chinese-speaking students improved steadily over the years. The passing rate of HKDSE reached 80%, 44% of students attained level 3 or above. Students were particularly strong in the writing and practical skills papers. The passing rate and credit rate of the latest HKDSE English Language were 69.8% and 15.3% of respectively. The passing rate of EMI and CMI students were 90.5% and 48.3% respectively. Both groups of students were stronger in the writing and speaking papers. 	<ul style="list-style-type: none"> The learner diversity of both Chinese and non-Chinese speaking students in learning both Chinese and English languages is large. Differentiated approaches including differentiated teaching, learning goals and materials have to be further developed to cater for students' diverse needs. With a growing diversity in students' learning needs, the language teaching strategies needed to evolve with the demographics of the students. In essence, CMI students needed to be catered for while EMI students needed both enrichment and catering. A one-size-fit-all language teaching policy is no longer yielding results and diversifying the ELT should be adopted.
6. Breadth of Knowledge	<ul style="list-style-type: none"> The school adopted the broad and balanced school curriculum framework recommended by the Curriculum Development Council. Junior form students were given opportunities to experience subjects of different Key Learning Areas. Senior form students are able to choose two to three elective subjects according to their abilities and preferences, in order to establish a solid foundation of knowledge. Apart from traditional academic subjects, the school offered a variety of Applied Learning courses (ApL). In 2022/23 school year, the ApL courses offered included "Computer Game and Animation Design", "Accounting 	<ul style="list-style-type: none"> Some students are passive in fishing for knowledge and they mainly rely on teachers' one-way teaching. According to the Stakeholders' Survey results, only 30% of teachers agreed students were interested in learning, and would actively learn. Also, less than 50% of students thought they were interested in learning and would actively learn. The school would create favorable learning atmosphere from different aspects, motivating students to learn actively.

Areas	Major Strengths	Areas for improvement
	<p>for e-Business”, “Western Cuisine”, “Hotel Operations”, “Exercise and Fitness Coaching”, “Tech Basics” as well as “Aviation Studies”, covering different learning areas. This has broadened students’ knowledge base.</p>	
7. National and Global Identity	<ul style="list-style-type: none"> • The school actively promoted and participated in various national education activities, for example, online quiz competitions on the National Day and the Constitution Day. Besides, National Flag Raising Ceremony was organized weekly; teachers and students were invited to share in the “Speech Under the Flag” session. • The school made use of various channels to nurture students’ values and help them acquire knowledge about the country. These aimed at strengthening the concept of “nation” and their national identity. 	<ul style="list-style-type: none"> • The connection between National and Global Identity is insufficient. Global identity was mainly promoted in the subject Citizenship and Social Development. Related work would be strengthened.

(2) How does the school enrich students’ learning experiences to promote their whole-person development and lifelong learning?

Areas	Major Strengths	Areas for improvement
1. Curriculum Organization	<ul style="list-style-type: none"> • The school established the curriculum development direction and implementation strategies according to its education philosophies and students’ needs. Moreover, the Seven Learning Goals and the latest education trends and development were taken into consideration. • Some subjects assisted with curriculum development, nurturing students to connect knowledge and skills learnt in different skills, and also strengthened students’ understanding of the country’s history and development, raising their awareness of the national identity. 	<ul style="list-style-type: none"> • The Learning and Teaching Division should more comprehensively understand the implementation and effectiveness of teaching and learning plans and activities. Relevant suggestions should be given to different subjects for further improvements. The Division would put more emphasis on curriculum implementation and monitoring. • Life-wide Learning activities were generally organized individually by committees and departments, and there was a lack of connection and collaboration. • Different committees and departments should make better use of evaluation data to analyze students’ learning performances and difficulties in order to evaluate and reflect on tasks. Follow-up work should be implemented after evaluation to enhance learning and teaching quality.

Areas	Major Strengths	Areas for improvement
2. Differentiated Instructions (DI)	<ul style="list-style-type: none"> • The school has joined the Jockey’s Club “Diversity at Schools” Project since the 2021/22 school year. The team, together with the Learning and Teaching Division organized four large-scale training sessions for teachers since the beginning of the project. Training content included DI strategies, implementation, assessment and teachers’ sharing of good practices. A majority of teachers put their learning outcomes in the trainings in practice, which could be seen in their lessons, assignments and assessments. • Teachers generally understood DI theories like adaptations of the learning environment, content, process and outcomes. Until now, 12 teachers have submitted their DI lesson plans to the DI experts of the University of Hong Kong. Lesson observation and professional dialogues were conducted. 	<ul style="list-style-type: none"> • 30% of teachers were new teachers who lacked teaching experiences. They reflected that handling classroom management, teaching schedule and DI at the same time was not easy. School leaders and middle management would provide more support and training to inexperienced teachers. • The turnover rate of teachers has been high in recent years. The continuity of learning experiences and pedagogies could not be passed on. School leaders and middle management would better manage knowledge, data and the filing system to allow new teachers and Subject Panel Heads to familiarize themselves with teaching and management skills as quickly as possible.
3. “STREAM” Education	<ul style="list-style-type: none"> • “STREAM” education at school mainly included a cross-subject project learning in junior forms. Projects of S.1 to S.3 were completed in the current school development cycle. The projects would be continued and improved in the coming days. • The school initially compiled a “STREAM” student list, allowing teachers to efficiently and effectively arrange appropriate students to join various “STREAM”-related activities. • In the 2022/23 school year, the school joined the “AI for the future” project organized by the Chinese University of Hong Kong. Besides, learning elements of artificial intelligence were added to the junior Computer and Technology curriculum. 	<ul style="list-style-type: none"> • The school would include elements boosting students’ creativity in the current cross-subject project learning. • The school might include topics and tasks about solving daily-life problems to enhance student’s problem-solving skills. • The school would motivate more non-Chinese speaking students to participate in “STREAM” activities and competitions, raising their sense of achievement in the area.

Areas	Major Strengths	Areas for improvement
4. Lesson Observation and Homework Inspection	<ul style="list-style-type: none"> The Learning and Teaching Division arranged lesson observation and homework inspection every school year. In the 2022/23 school year, three phases of lesson observation and two phases of homework inspection were arranged, covering all teachers. Professional exchange after lesson observation and homework inspection facilitated collaboration and communication between teachers. These boosted learning and teaching effectiveness. Students' learning experiences were enriched. 	<ul style="list-style-type: none"> In the 2022/23 school year, 10% of teachers' performance was unsatisfactory in lesson observation. The Learning and Teaching Division arranged re-observation, aiming at assisting teachers to develop better teaching strategies. It could be seen in homework inspection that students were weak in areas of diligence, perseverance and self-management. The school would strengthen values education to achieve the Seven Learning Goals.
5. Learning support	<ul style="list-style-type: none"> Apart from the regular curriculum, the school also arranged learning support to students, including both enhancement and remedial tutorial classes. The classes were designed according to students' abilities and needs. Enhancement classes stretched abled students to another level, while remedial classes solidified weaker students' learning foundation. In the 2022/23 school year, the school hired over 30 tutors, mainly taking care of language, Mathematics and Science subject learning support. 	<ul style="list-style-type: none"> Learning support programmes mainly targeted the academically strongest and weakest students. The school would also understand the learning needs and characteristics of the middle achievers to provide the most appropriate support.

Areas	Major Strengths	Areas for improvement
6. Reading	<ul style="list-style-type: none"> • The Reading Committee has refined the Broad Readers Award Scheme this academic year to enhance students' reading skills, interests and habits. To ensure that students were given suitable materials, Reading Boxes of three levels were put together and one English period each week was dedicated to silent reading. Upon the completion of the first term, it was found that over 80% of Junior Form Students had at least read three books thus reflecting the positive outcomes of the schoolwide reading approach. • The morning reading period was extended from 10 minutes to 15 minutes to promote schoolwide reading. From reading exhibitions to conventions, a variety of reading activities were held during the school year to promote the pleasure of reading. A Reader's Club was formed with both EMI and CMI students to share their joy of reading. 	<ul style="list-style-type: none"> • Despite the implementation of the digital reading platforms, students have yet to catch on to the digitalization of reading. In this respect, more promotion and demonstrations could be done to inform students of the existing e-reading platforms at school. • The schoolwide reading approach could further be improved with more collaboration with different Key Learning Areas.
7. Co-curricular Activities	<ul style="list-style-type: none"> • The school emphasized students' participation in co-curricular activities. Different platforms were provided for students to learn, explore and practice outside the classroom. These aimed to nurture students' whole-person development and leadership skills. Among all co-curricular activities, students performed particularly well in sports and drama activities. • In recent years, the Co-curricular Activities Committee organized different interest classes to explore students' potential and find their strengths. Students were encouraged to actively join the classes or even be student organizers of them. • The five interest classes organized in this academic year included rock-climbing, ice-skating, Ukulele, dessert-making and model-making. The model-making class was initiated, planned and led by students. Each 	<ul style="list-style-type: none"> • COVID-19 altered students' learning mode and made interpersonal relationships distant. It was observed that students' intention of joining group activities decreased, the problem was especially serious among junior forms. The school needed to build students' self-confidence and motivate them to join activities and enrich their learning experiences. The Stakeholder Survey results showed that less than 60% of students actively participated in co-curricular activities. • Leadership skills of the key members in House Committee, Clubs and school teams need to be polished. The school would provide more opportunities to the leaders to train and demonstrate their leadership skills.

Areas	Major Strengths	Areas for improvement
	interest class involved 6 to 20 students; it was hoped that a small class size could give students more opportunities to participate.	

(3) *How does the leadership at school facilitate continuous improvement and development to promote students' whole-person development and lifelong learning?*

Areas	Major Strengths	Areas for improvement
1. School Management and Human Resources	<ul style="list-style-type: none"> The school allocated sufficient resources in catering for students' diversity, including small group teaching, after class learning support and extended learning programmers, etc. In the 2022/23 school year, the school hired external tutors to take care of students' diverse needs, including academic and non-academic aspects. 	<ul style="list-style-type: none"> Some teachers did not cater for students' learning motivation, interests and abilities when adapting the curriculum and planning teaching strategies. Curriculum leaders like Subject Panel Heads and Heads of Key Learning Areas should offer teachers more guidance and support in these two areas.
2. School Self-evaluation	<ul style="list-style-type: none"> The school regularly utilized evaluation tools and data developed by the Education Bureau to evaluate progress and understand stakeholders' views towards the school, for example, "Key Performance Measures (KPM)", "Stakeholder Survey (SHS)", "School Value-Added Information System (SVAIS)" and "The Assessment Program for Affective and Social Outcomes (APASO)". 	<ul style="list-style-type: none"> Although the school had analyzed and evaluated the data collected, it failed to prioritize and focus on the effectiveness of tasks concerning students' whole-person development and lifelong learning. As a result, no concrete suggestion and planning for improvement could be concluded. The school should more effectively implement the "P-I-E" cycle, facilitating school sustainable development and further establishing the foundation of the school self-evaluation culture.
3. Professional Leadership	<ul style="list-style-type: none"> School management was aware of education trends and development as well as related policies. The management laid school development plan, allocated internal resources and explored resources in the community to build favorable learning and growth environment for students. 	<ul style="list-style-type: none"> Most of the middle managers could follow the school development plan to draft and implement subject-based plans. However, tasks on supervision and evaluation need to be improved, particularly in supervising and supporting new teachers.

Areas	Major Strengths	Areas for improvement
	<ul style="list-style-type: none"> • Key middle managers at school are equipped with professional knowledge and are responsible and devoted. Results of the Stakeholder Survey reflected over 80% of teachers agreed Subject Panel Heads could effectively lead the panel and evaluate work effectiveness of the panel. • School management and middle managers sought solutions when faced with abnormalities like the pandemic. They led the team professionally to resolve problems. 	<ul style="list-style-type: none"> • The relationship between School management and the majority of staff was harmonious and the communication was sufficient. These facilitated school development. However, teachers' psychological ownership of drafting and implementing school policies is low, which directly hampers the effectiveness of policy implementation. • Some middle managers are relatively inexperienced. School management should provide more support to assist them in performing their roles and functions.

A 3-year School Development Plan for academic years 2023/24, 2024/25 and 2025/26 is drafted based on the school self-evaluation (SSE) of the current state of performance, SWOT analysis, development priorities and our accurate understanding of students' needs. When drafting the plan, the school's capacity on continuous development and improvement has been considered.

c. How Can My School Be Better

<p>◆ What are my students' needs?</p> <ul style="list-style-type: none"> • Owing to their lifestyle and affected by COVID in the past few years, their health index as well as their learning habits are both unsatisfactory. • The attitude and habits of using social platform needs to be trained and guided. • Among the nine generic skills, self-management skill is the weakest. • Diversity of language proficiency of students is very great. • Motivation of learning in some classes is very low, and mostly is lack of confidence thus interest in learning. • The paths of learning are very diversified owing to their learning background and experience.
<p>◆ What is my school's capacity for continuous improvement and development?</p> <ul style="list-style-type: none"> • In the previous cycle, through the implementation of STREAM education and catering for learner diversity, teachers have experience in curriculum planning and differentiated instructions. • The school provides sufficient resources for different learning supports such as recruiting tutors and buying services from external organizations. • Key middle managers at school are equipped with professional knowledge and are responsible and devoted. • The school has a clear positioning, serving the education of ethnic minorities and newly arrival students, and a rich experience of implementing this mission. • The school puts a lot of effort in teachers' professional training. • Our School Sponsoring Body provides different supports to school, especially providing opportunities of different learning experiences.

- ◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?
 - We have to be back to the basic in training our students, such as learning habits and general performance owing to the effect of COVID.
 - We have to cultivate students with values and skills to tackle problems and face their future.
 - We have to cater for the diversified career development of our students.
 - We have to let our teachers know more precisely the learning performance of students in order to plan suitable strategies, especially there are many inexperienced teachers in these two years.

d. SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> • The school has a clear positioning and a rich experience of over 50 years offering education to the two targets groups in Hong Kong. • The School Management Committee (SMC) has put in place both human and financial resources to help underprivileged students in all aspects. • The school has a multicultural environment providing students with opportunities to understand, respect and appreciate different cultures under one roof. • There is a comprehensive curriculum and student development provision to cater for the learning needs and development of the students. 	<ul style="list-style-type: none"> • The creative mentality and problem-solving skills of the students may be further enhanced, given the challenges of the 21st century. • Owing to the class suspension due to the COVID-19 pandemic, students' basic learning skills are not well established.
Opportunities	Threats
<ul style="list-style-type: none"> • More and more support from the government both in financial and professional development aspects facilitates the implementation of various new initiatives and enhancement projects at school. • There has been an increase in the emphasis of educational policies including Values Education and National Education. • New schools lack managerial skills and educational experiences to cater for the learning needs of the ethnic minority students, thus creating implications for student admission at our school. • The school is applying for the implementation of an international curriculum (GCE (IAL)), aiming to cater for the diversified needs of our students, as well as to strengthen the school's competitiveness. 	<ul style="list-style-type: none"> • There is increased competition for student admission. • Intake of students is diversified in the perspectives of learning abilities, habits and academic foundation. • The turnover rate of teachers increases. Inexperienced teachers need closer and more intensive supervision.

5. School Development Plan

Major concern 1: Promoting and supporting active and independent learning

Targets	Time Scale			Outline of Strategies	Seven Learning Goals
	2023/24	2024/25	2025/26		
1. To cultivate students' learning habits to raise learning effectiveness	✓	✓	✓	<ul style="list-style-type: none"> Stimulate learning motivation, provoke thinking and active learning through designing active homework Strengthen students' learning skills and habits, e.g. pre-lesson preparation, note-taking skills and revision skills Optimize the current reading scheme to enhance students' language learning and knowledge acquisition Organize "Learning Celebration" to provide students with opportunities to appreciate their learning outcomes 	<ul style="list-style-type: none"> ✧ Breadth of Knowledge ✧ Language Proficiency ✧ Information Literacy
2. To provide various academic pathways to cater for students' diversified development	✓	✓	✓	<ul style="list-style-type: none"> Direct students to suitable pathways according to their learning interests and abilities Cooperate with the Career Guidance Committee to consolidate the implementation of Applied Learning (ApL) courses Explore and implement low-cost and sustainable GCE (IAL) curriculum 	<ul style="list-style-type: none"> ✧ Life Planning ✧ Breadth of Knowledge
3. To utilize different assessment tools and platforms to facilitate curriculum planning	✓	✓	✓	<ul style="list-style-type: none"> Analyze data collected by different assessment tools and platforms, e.g. homework platform, APASO, stakeholders' survey, value-added report, etc. Explore useful e-platforms and apps to facilitate learning and teaching Conduct staff development programmes to enrich teachers' knowledge on curriculum planning and development 	<ul style="list-style-type: none"> ✧ Breadth of Knowledge ✧ Generic Skills

Major concern 2: Guiding students to build positive values and equip them for future workplace

Targets	Time Scale			Outline of Strategies	Seven Learning Goals
	2023/24	2024/25	2025/26		
1. To cultivate students with positive values, attitude and skills, helping student to build a positive attitude in life	✓	✓	✓	<ul style="list-style-type: none"> Implement the "I Can Do It" Award Programme, encouraging students to actively participate and establish a positive outlook in life and persistent value Encourage teachers and students to participate in the "Speech Under the Flag" to share their life stories. Allow students to learn the implementation of values in reality reflectively Contact external organizations or invite people from different sectors for sharing, enhancing the diversity of values education Increase the interaction of HRP to enhance the effect of students' learning Provide diversify learning opportunities to strengthen students' time management, responsibility, decision making and planning skills 	<ul style="list-style-type: none"> ✧ Healthy Lifestyle ✧ National and Global Identity ✧ Generic Skills
2. To provide more experiential learning opportunities to support students' diversified life development	✓	✓	✓	<ul style="list-style-type: none"> Promote vocational and professional education training Establish networks with external organizations and institutes to strengthen students support Organize workplace visit and internship to explore different professional sectors. Enable students to explore multiple possible pathways 	<ul style="list-style-type: none"> ✧ Life Planning
3. To enhance consultation effectiveness	✓	✓	✓	<ul style="list-style-type: none"> Establish an electronic portfolio to store student interest, results of career tests and development preferences Establish lists of targeted-student groups in order to provide effective consultation 	<ul style="list-style-type: none"> ✧ Life Planning