



W F Joseph Lee
Primary School



School Development Plan

2023-2026

Harmony brings family prosperity, Cohesion makes a nation wealthy.

Table of Contents

1. Vision and Mission	1
2. Philosophy and Goals	1
3. School Motto	2
4. Holistic Review of School Performance	3
a. Effectiveness of the Previous School Development Plan (2020-2023)	
b. Evaluation of the School’s Overall Performance based on the Seven Learning Goals (2020-2023)	
c. How can my school be better	
5. Major Concerns of the 2023-2026 School Development Cycle	17

1. Vision

“The school is an exemplary learning organisation wherein every member achieves one’s best”. We envision

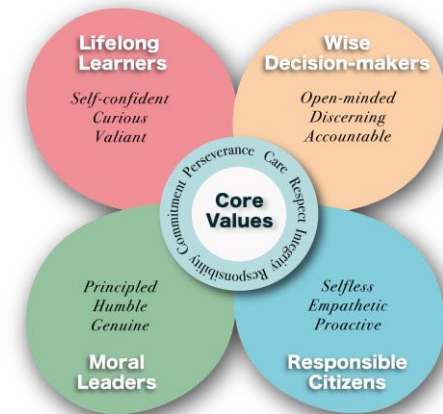
- our students as Beacons of Light;
- our teachers and staff as exemplary mentors and role models;
- our school as a learning community for all; and
- our society as a safe harbour where it is harmonious and prosperous for us to live and work in.

Mission

- To strive to provide a safe, comfortable and caring environment that supports students’ well-being and develops students into confident, competent and compassionate individuals.
- To provide students with ample learning opportunities to lay a sound foundation for developing their capabilities in multiple areas.
- To develop students to their fullest potential in the moral, intellectual, physical, social, aesthetic, affective and spiritual domains.
- To equip students with cognitive skills, social and emotional skills, as well as life skills necessary for independent learning, decision-making and problem solving.
- To engage and empower our teachers, staff, parents and other stakeholders to support a student-centric education approach in terms of moral, academic and talent development of our young.

2. Philosophy and Goals

It is our belief that the overall aims of education are to enable every child to attain all-round development in the domains of morality, intellect, physicality, sociality, aesthetics, affection, and spirituality. It is only through the integration of these diverse skills that our future generations can be properly prepared to meet the challenges of the new millennium. Through whole-person development and the inculcation of core values of Care, Respect, Integrity, Responsibility, Commitment, and Perseverance in our students, we believe that they can develop into confident, innovative, resourceful, civic-minded, and responsible members of society and citizens of our country with good values and talents while possessing the desired qualities as described in our Student Profile.



We want our students to undergo a comprehensive and cohesive system of primary education and develop into confident, innovative and resourceful persons who are brave in facing their responsibility in society. We believe they are good citizens who show care, respect, integrity, responsibility, commitment, perseverance, and talent.

We want to see young people cherish and enjoy learning while performing to the best of their abilities in whatever they do. We believe they will be genuine moral leaders who show appreciation and passion in whatever they pursue.

We equip our students with biliterate and trilingual skills, as well as the skills necessary for tackling daily problems. We believe they can be attuned to their surroundings with compassion, and are civic-minded, tolerant, confident, curious and continuously improving lifelong learners.

3. School Motto

“Wisdom, Faith, Love”

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2020-2023

Major Concerns & Targets	Extent of targets achieved	Follow-up action	Remarks
<p>1. Inculcate Positive Values in Students through Character Building</p> <p>1.1 To strengthen teacher-student rapport</p> <p>1.2 To align key stakeholders' values with the school's values</p>	<p>→Achieved: Teachers have made a significant impact on students through various activities, classroom routines, and management. The mean scores of different stakeholders' views on "School Climate" have increased, indicating a positive school climate and good character of students. The scores of "Teacher-student Relationship" have also increased, surpassing the Hong Kong norm. We will continue to train new teachers and maintain a positive school climate.</p> <p>→Achieved: The school has successfully aligned key stakeholders' values with its own through various initiatives. Parent workshops, experiential team-building activities for staff, and transparent policies have all contributed to a shared understanding of the school's values. The "A Brew with Principal" event effectively communicated the school's development and policies to parents. According to SHS and APASO results, the mean scores of different stakeholders' views on "My view on support of student development" and items related to values education, interpersonal skills, and virtues were all above 4. The school's effort in character building has been effective</p>	<p>Incorporated as routine work:</p> <p>The connection between the previous major concern of inculcating positive values through character building and the upcoming 3-year school development plan of building students' positive character and values through social and emotional development lies in the approach. By focusing on social and emotional development, the school aims to foster positive values and character traits in students, recognising that emotional intelligence and interpersonal skills are crucial in shaping ethical behaviour and promoting a positive school culture.</p>	

Major Concerns & Targets	Extent of targets achieved	Follow-up action	Remarks
1.3 To enrich positive daily experiences of students	<p>and will be continued.</p> <p>→Achieved: The school provided various programmes to enhance students' wellbeing and positive daily experiences, such as service learning and new programs like 5G + AloT Butterfly Project and Pillars of Tomorrow. The mean scores of students' view of SHS item 22 increased, indicating that the school's efforts provided diverse learning experiences. The mean scores of teachers, students, and parents on "My views on support for student development" were high, reflecting effective promotion of National Education. The school's effort in fostering good traditional Chinese values is ongoing.</p>		
<p>2. Pursue Academic Excellence by Increasing Student Ownership of Learning and Enhancing Learning Effectiveness</p> <p>2.1 To enhance self-directed learning through diversified learning approaches</p>	<p>→Partly achieved:</p> <ul style="list-style-type: none"> ● By implementing the BYOD scheme at P. 4 & 5 and incorporating various learning models such as Blended Learning our students have exposure to diversified learning approaches which have enhanced their learning. ● Some teachers have effectively integrated technology into their instructional planning by using different Apps. Students' digital skills are 	<p>This will be incorporated as routine work. BYOD will be implemented across Key Stage 2, fostering a more technologically integrated learning environment. Additionally, blended learning practices will be continued as deemed appropriate, allowing for a flexible and dynamic approach to education.</p> <p>More teachers using e-tools effectively to enhance learning shall be our target.</p> <p>In the coming years, the Reading Programme shall be extended and incorporated into P. 1-3 timetable. Promotion of Reading Across the Curriculum will continue.</p>	

Major Concerns & Targets	Extent of targets achieved	Follow-up action	Remarks
	<p>significantly enhanced through the utilisation of digital tools such as Padlet, Nearpod, and Kahoot.</p> <ul style="list-style-type: none"> • Through the collaborative efforts of the teacher-librarian and the English and Chinese Panel Heads, the implementation of the Reading Programme has made some strides towards achieving the learning target. The Reading Programme has been added to P. 1 & 2. More variety of genres has been added to the Library to expand students' knowledge in Science and sports in particular. • By implementing self-evaluation and peer assessment, assigning pre-lesson preparation tasks, and post-lesson extension tasks, we have successfully fostered student learner agency and independence in their daily learning. Our students demonstrate increased confidence and taking ownership of their learning. 		
2.2 To increase teachers' motivation to strive for academic excellence	<p>→Achieved:</p> <ul style="list-style-type: none"> • By implementing strategies such as setting personal goals, conducting post-lesson observation feedback sessions, engaging in peer lesson observation and peer sharing of homework assignments, we have effectively equipped our teachers with the necessary skills and mindset to pursue academic excellence. Most teachers deliver quality work in the above aspects. • Through the implementation of distributed leadership, the provision of instructional planning and coaching skills, and the facilitation 	<p>Incorporated as routine work More effort can be made in equipping teachers with differentiated learning and teaching strategies to cater for students' diversity in class.</p>	

Major Concerns & Targets	Extent of targets achieved	Follow-up action	Remarks
<p>2.3 To reform curriculum to keep abreast with the challenges of the 21st century</p>	<p>of various professional learning opportunities, we have successfully strengthened the middle-tiered leadership of subject leaders, including panel heads, vice panel-heads, and level coordinators.</p> <p>→Partly achieved:</p> <ul style="list-style-type: none"> ● By actively promoting cross-subject sharing across P. 1-6 in Cross-disciplinary Learning projects, and regular team planning and subject meetings, we have successfully facilitated more professional dialogues on pedagogies among our educators. This has positively impacted teaching practices across subjects, leading to enhanced student engagement and improved learning outcomes. ● By conducting a curriculum review aligned with the competencies and skills emphasised by the OECD Learning Compass 2030, such as student agency and curriculum redesign, we have taken significant steps towards achieving the learning target in some subjects. The revised school-based curriculum framework now aligns with the evolving demands of the 21st century. ● Some progress has been made to incorporate different modes of assessments including e-assessment tools e.g. online assessment tasks, reading aloud speaking assessments. ● Through the implementation of the ICT curriculum, we have effectively enhanced students' information literacy skills and refined 	<p>Incorporated as routine work</p> <p>More effort can be made to deepen collaboration among subject disciplines, we can create meaningful connections and synergies between various subjects, providing students with a more integrated and comprehensive educational experience.</p> <p>We will continue to use these collaborative platforms to enable teachers to exchange ideas, share best practices, and collectively develop effective instructional strategies.</p> <p>This will continue to be a major concern upcoming. We continue to focus on student agency and curriculum redesign that shall empower our learners to take ownership of their learning.</p> <p>We will prioritise and enhance STEAM education. By emphasising Science, Technology, Engineering, Arts, and Mathematics (STEAM) disciplines, we aim to foster a holistic and interdisciplinary learning experience</p>	

Major Concerns & Targets	Extent of targets achieved	Follow-up action	Remarks
	<p>the ICT curriculum to address the demands of the 21st century. Consequently, most of our students are well-prepared in terms of their information literacy skills and are well-equipped to face the challenges.</p> <ul style="list-style-type: none"> • In order to promote STEAM education, we have been organising various activities and actively incorporating STEAM elements into whole school planning through ECA. 	<p>that equips students with essential skills for the future.</p> <p>We will focus on fostering diverse modes of assessment that align with the knowledge, skills (such as critical thinking, higher-order thinking, problem solving, communication, collaboration, and creativity), as well as the values and attitudes necessary for the 21st century. Additionally, it would be beneficial to develop more e-assessment tools that correspond to these factors.</p> <p>We have added extra lesson time to Science and GS in the coming year. We hope to develop an interdisciplinary approach to integrate various subjects, and encourage students to explore, observe, and engage in diversified STEAM activities. These initiatives aim to enhance students' interest in scientific innovation and problem-solving, providing them with successful experiences that foster a sense of joy. By mastering problem solving skills and other independent learning skills, students can enjoy a pleasant and structured learning experience while cultivating their abilities to think scientifically and become innovative, self-directed learners.</p>	

Major Concerns & Targets	Extent of targets achieved	Follow-up action	Remarks
<p>3. Continuously Improve and Sustain School Development by Enhancing Leadership Capacity</p> <p>3.1 To enhance senior leaders' and middle managers' leadership capacity</p> <p>3.2 To enhance student leadership capacity</p>	<p>→Achieved: In the past three years, the school implemented several initiatives to develop and nurture managerial skills among supervisors:</p> <p>Workshops: Workshops were conducted for supervisors, including professional, functional, and direct supervisors. One workshop focused on equipping supervisors with skills for providing written comments and handling difficult subordinates. Another workshop aimed to enhance direct supervisors' abilities in preparing meetings with subordinates and delivering oral feedback.</p> <p>Robust Supervisory System: The school established a strong supervisory system to support the professional growth of teachers at different levels and functions. Middle managerial teacher leaders, such as Functional Team Leaders, and subject-matter specialty Panel Heads and coordinators, were identified to lead and coordinate their respective teams and functions.</p> <p>Performance Monitoring: The school systematically monitored performance and linked it to a recognition and reward system. Feedback and guidance were provided by Senior Leadership Team members who were responsible for overseeing the corresponding areas.</p> <p>→Achieved:</p> <ul style="list-style-type: none"> ● Developed a leadership training model and implemented various programmes for different types of student leaders. ● Resumed duties of student leaders such as student 	<p>Incorporated as routine work</p>	

Major Concerns & Targets	Extent of targets achieved	Follow-up action	Remarks
<p>3.3 To build school capacity through community support</p>	<p>ambassadors and prefects with the full-day school resumption</p> <ul style="list-style-type: none"> ● Restarted leadership training programmes. ● Observed an increase in the results of SHS of teachers' view, indicating that the school has put effort and focus into developing this domain. ● Observed an increase in the data on "Social Power" according to APASO, suggesting an increasing interest and motivation among students to hold leadership positions and be recognised by their peers. <p>Overall, our school has made efforts to provide opportunities for students to develop their leadership skills and has seen a positive response from students in terms of their interest and motivation to take on leadership roles.</p> <p>→Achieved: In the past three years, our school has made significant strides in building capacity through community support. We have:</p> <ul style="list-style-type: none"> ● Fostered strong partnerships with various organisations in the community, such as Wofoo Social Enterprise and New Territories Women & Juveniles Welfare Association Limited, to create opportunities for our students to engage with the community and learn from valuable life experiences. ● Provided diverse platforms for our students to serve the community, including visiting elderly homes, participating in beach cleaning initiatives, and contributing to the Elder Academy Scheme. 		

Major Concerns & Targets	Extent of targets achieved	Follow-up action	Remarks
	<ul style="list-style-type: none"> Established a Wofoo Staff Club to enhance staff well-being, offering activities such as Yoga Classes and Art Clay Silver Ring Making Workshop, which have been well-received by participants. Organised a successful Parent-child picnic, bringing together over 1000 parents and students for a fun-filled day of bonding and recreation. <p>Through these initiatives, we have not only built strong relationships with our community partners but also provided our students and staff with valuable opportunities for growth and development. We will continue to expand our community outreach efforts and create meaningful experiences for all members of our school community.</p>		

4b and 4c Evaluation of the School's Overall Performance in the cycle of 2020-2023 and How Can My School Be Better

Domains	Performance Indicator Areas	(b.) Effectiveness of our work	(c.) How our work can be strengthened	Remarks
Student Performance ◆ How good is my students' performance in achieving the seven learning goals?	Attitude & Behaviour	<ul style="list-style-type: none"> Students exhibit confidence, self-directedness, and emotional balance, demonstrating a positive self-concept and attitude towards the school. Students are friendly and cooperative, and those with specific roles (such as Student Ambassadors, uniform groups, etc.) receive leadership training. In response to students' social and emotional challenges after a long school suspension, the school has 	<ul style="list-style-type: none"> Implement comprehensive SEL programmes that focus on developing students' emotional intelligence, self-awareness, self-regulation, and interpersonal skills. These 	

Domains	Performance Indicator Areas	(b.) Effectiveness of our work	(c.) How our work can be strengthened	Remarks
		<p>implemented purposeful programmes to enhance their well-being. Service learning has been reactivated, and new initiatives like the 5G +AIoT Butterfly Project and Pillars of Tomorrow are introduced to enrich their daily experiences. The results show increased scores in students' perception of developing interests and life skills, indicating the success of these programmes.</p> <ul style="list-style-type: none"> • The promotion of National Education has also reflected in higher scores for attitude towards the nation, surpassing the Hong Kong norm. We remain committed to nurturing positive values and traditional Chinese values in students. 	<p>programmes can include activities and lessons that promote positive self-concept, self-confidence, and emotional balance.</p>	
	Participation & Achievements	<ul style="list-style-type: none"> • Lesson design during the Covid period and the subsequent transition to normalcy has effectively enhanced students' intrinsic learning motivation. This has been achieved through the incorporation of e-learning tools and our school-based learning management system, which have enabled the successful implementation of flipped classroom practices. Both physical and online real-time learning were facilitated during these three years. The platforms we adopted supports blended learning, as affirmed by students and teachers. • Students are competent and confident to communicate fluently with English and Chinese (Putonghua and Cantonese). • The school has continually and successfully established a Biliterate and Trilingual environment for student learning. • To support language learning across different key stages, the school has implemented a consistent language policy with the USSR (Uninterrupted Sustained Silent Reading) and created a print-rich and 	<ul style="list-style-type: none"> • Expand the leadership training opportunities for students in specific roles, such as Student Ambassadors or Uniform groups. Provide workshops, seminars, and mentorship programmes that focus on leadership skills, effective communication, teamwork, and problem-solving. • Encourage students to take on leadership responsibilities and provide platforms for them to showcase their leadership abilities. 	

Domains	Performance Indicator Areas	(b.) Effectiveness of our work	(c.) How our work can be strengthened	Remarks
		<p>resourceful reading environment. Reading corners with a variety of books have been established in every classroom, ensuring easy access to books for all students to foster a love for reading within the school setting.</p>		
<p>Learning and Teaching</p> <p>◆ How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?</p>	<p>Curriculum and Assessment</p>	<p>The school has demonstrated its effectiveness in enriching students' learning experiences and supporting their whole-person development and lifelong learning through a curriculum review aligned with OECD Learning Compass 2030, the school has taken significant steps towards achieving learning targets and meeting the evolving demands of the 21st century:</p> <ul style="list-style-type: none"> ● The incorporation of diverse assessment methods especially during the period of class suspension, including e-assessment tools, has further enhanced the learning process. And, a blended learning approach has been adopted to encourage online and offline learning. ● The implementation of an ICT curriculum has successfully improved students' information literacy skills, ensuring they are well-prepared for future challenges. ● Transdisciplinary learning approach is highlighted in the curriculum, which offers diverse and concurrent learning content across two key stages. These projects encompass languages, visual arts, music, science, PE) and community. The aim is to foster the development of students' multiple intelligences and generic skills. ● Additionally, the school actively promotes STEAM education through various activities and integrates STEAM elements into the entire school, particularly in extracurricular planning. 	<ul style="list-style-type: none"> ● To further strengthen students' learning experiences for their whole-person development and lifelong learning, the school can focus on personalised learning approaches tailored to individual student needs, integrate social-emotional learning components into the curriculum, foster global perspectives through international collaborations, provide opportunities for student leadership and voice, and continuously evaluate and adjust teaching methods based on student feedback and emerging educational research 	

Domains	Performance Indicator Areas	(b.) Effectiveness of our work	(c.) How our work can be strengthened	Remarks
		<ul style="list-style-type: none"> ● Clear Assessment and Homework Policies have been developed. Formative assessments (FA) and summative assessments (SA) have been integrated in the school-based curriculum. Assessment data are analysed to provide timely feedback to L&T and moderation of differentiation strategies. 		
	Student Learning and Teaching	<ul style="list-style-type: none"> ● The school has shown effectiveness in student learning and teaching through various initiatives. The implementation of the BYOD scheme and the integration of Blended Learning have provided students with exposure to diverse learning approaches, resulting in enhanced learning outcomes. ● Teachers have effectively incorporated technology into their instructional planning, utilising apps like Padlet, Nearpod, and Kahoot to significantly enhance students' digital skills. ● The reading programme, led by the teacher-librarian and panel heads, has made progress by adding reading lessons and expanding the library's collection to include a wider variety of genres. ● Additionally, the implementation of self-evaluation, peer assessment, and pre- and post-lesson tasks has empowered students, fostering learner agency, independence, and increased confidence in their learning journey. 	<ul style="list-style-type: none"> ● To further strengthen student learning and teaching, the school could explore additional innovative learning models, provide professional development opportunities for teachers to enhance their technological, pedagogical skills, establish partnerships with external organisations for real-world learning experiences, and continuously evaluate and refine existing programmes based on student feedback and evolving educational trends 	
School Ethos & Student Support ◆ How good is my school in enriching	Student Support	<ul style="list-style-type: none"> ● The strong and positive teacher-student rapport in our school has had a significant impact on students, fostering positive values and character development. Increased face-to-face interaction through half-day and full-day resumption has allowed teachers to engage students through activities like board games, parties, 	<ul style="list-style-type: none"> ● Provide individualised support to address diverse student needs ● Create student leadership opportunities for decision-making and engagement 	

Domains	Performance Indicator Areas	(b.) Effectiveness of our work	(c.) How our work can be strengthened	Remarks
students' learning experiences for their whole-person development and lifelong learning?		<p>and celebrations. Sharing of classroom management strategies and understanding students' needs during Teacher Monthly Meetings has further contributed to a positive school climate. Stakeholder feedback and assessment results indicate improvement in school climate, social integration, and teacher-student relationships.</p> <ul style="list-style-type: none"> ● The school actively facilitated numerous discussions to address the diverse needs of students in terms of their overall development. These discussions took place through various channels, including class meetings, year-level meetings, discipline and guidance meetings, and meetings based on students' needs. ● The school utilised information gathered from APASO, Stakeholder Surveys, and various Google questionnaires like year-end L&T reflections to identify areas requiring student support. This information, along with corresponding follow-up actions, was shared and discussed with all teachers. 	<ul style="list-style-type: none"> ● Foster community partnerships for authentic learning experiences ● Continue to use data to inform decision-making and monitor progress 	
	Partnership	<ul style="list-style-type: none"> ● Alignment of values among key stakeholders is crucial for student development. The school has implemented various strategies such as parent workshops, experiential team building activities, and "A Brew with Principal" sessions to foster communication and align attitudes towards Chinese culture and school values. Updated policies and guidelines enhance transparency. Results from SHS and APASO indicate positive perceptions of support for student development and the promotion of positive values. The school remains committed to character building for the benefit of students. 	<ul style="list-style-type: none"> ● Strengthen stakeholder especially parent-school alignment through 'A Brew' communications ● Enhance transparency with updated policies and guidelines ● Positive perceptions from SHS and APASO support student development. ● Maintain commitment to social and emotional 	

Domains	Performance Indicator Areas	(b.) Effectiveness of our work	(c.) How our work can be strengthened	Remarks
Management and Organisation ◆ How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning	School Management	<ul style="list-style-type: none"> ● The school has a well-defined direction for development and implements strategies that align with its long-term vision. ● Our vision, mission, and core values are carefully crafted to ensure that they are aligned and supportive of each other, and we are committed to fostering students who are not only knowledgeable but also lifelong learners, future leaders, and good citizens. ● We stay abreast of market trends to ensure that our teachers can deliver up-to-date education to our students, and we handle ad-hoc issues promptly and effectively to maintain a smooth and productive learning environment. 	<ul style="list-style-type: none"> ● The school can utilise data collected from APASO III to inform and improve evaluation methods, providing a more comprehensive and accurate assessment of student learning and school performance. ● Strategies alignment: Ensure strategies are aligned with the school's vision and mission, and are responsive to changing needs. ● Teacher development: Provide ongoing professional development opportunities for teachers to stay current with industry trends and best practices. ● Student engagement: Encourage student participation in extracurricular activities, leadership roles, and community service projects. ● Communication with stakeholders: Establish clear procedures for addressing unexpected issues and ensure that they 	

Domains	Performance Indicator Areas	(b.) Effectiveness of our work	(c.) How our work can be strengthened	Remarks
			<p>are communicated effectively to all stakeholders.</p> <ul style="list-style-type: none"> Community involvement: Encourage parental involvement and engagement in the school's activities and decision-making processes. 	
	Professional leadership	<ul style="list-style-type: none"> The Principal provides clear and effective guidance for the school's continuous development, ensuring that the school stays on track towards achieving its goals. The school has a well-defined development plan that aligns with its overall direction and vision, and the Principal plays a key role in overseeing its implementation. The Principal effectively deploys resources and staff to maximise their potential and optimise their contributions to the school's success. The school has a positive and harmonious working atmosphere, with teachers working collaboratively and supporting one another in their efforts to provide the best possible education for their students. The senior and middle management teams are committed to continuing school improvement and work closely with the Principal to ensure that the school's goals are being met. The School Leadership Team is empowered to assign duties and responsibilities among teachers, ensuring that everyone is working towards the same objectives. The appraisal system is designed to provide a comprehensive review of teachers' performance, helping them to identify areas for growth and 	<p>Development plan:</p> <ul style="list-style-type: none"> Involve teachers and staff in the development of the plan to ensure that it is aligned with their needs and goals. Regularly review and update the plan to ensure that it remains relevant and effective. <p>Positive working atmosphere:</p> <ul style="list-style-type: none"> Provide opportunities for socialisation and team-building activities to promote collaboration. Encourage feedback and suggestions from teachers and staff to improve the working atmosphere. <p>School Leadership Team:</p> <ul style="list-style-type: none"> Further involve the School Leadership Team in the 	

Domains	Performance Indicator Areas	(b.) Effectiveness of our work	(c.) How our work can be strengthened	Remarks
		improvement.	decision-making process to ensure that their perspectives are taken into account.	

5. Major concerns for school years 2023-2026

Based on the above holistic review of school performance, the major concerns in order of priority are:

1. Major concern 1: Building students' positive **character** and **values** through **social and emotional development**
2. Major concern 2: Achieving **learning and teaching** excellence through advancement in **education technology**
3. Major concern 3: Serving the **community** through collaboration with **stakeholders and partners**

School Development Plan (2023-2026)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of <u>Primary Education</u> / <u>Secondary Education</u> *) ^{1III}
		Year 1	Year 2	Year 3		
1. Building students' positive character and values through social and emotional development	1.1 To implement a comprehensive SEL (Social and Emotional Learning) curriculum 1.2 To establish a positive and supportive school climate 1.3 To engage parents and caregivers in character-building initiatives	✓	✓	✓	<ul style="list-style-type: none"> ● Integration of SEL into the academic curriculum ● Teacher professional development ● Positive behaviour reinforcement ● Conflict resolution and practising harmony ● Parent education workshops ● Home-school communications 	<ul style="list-style-type: none"> ● Positive values and attitudes ● National identity ● General skills

^{1III} All along, school work has always been related to the seven learning goals. Schools could consider how the major concerns relate to the seven learning goals and list the related learning goal(s) in this column when setting major concerns. Apart from the major concerns, schools should help students achieve the seven learning goals to foster their whole-person development and lifelong learning through routine work, which does not need to be recorded in the SDP. The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

<p>2. Achieving learning and teaching excellence through advancement in education technology</p>	<p>2.1 To enhance digital literacy through targeted teacher and student training on educational technology</p> <p>2.2. To foster a culture of innovation</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> ● Professional development workshops and learning circles ● Student Training and Workshops ● Promote a growth mindset 	<ul style="list-style-type: none"> ● Knowledge of KLAs ● Generic skills ● Reading and information literacy
<p>3. Serving the community through collaboration with stakeholders and partners</p>	<p>3.1 To establish community partnerships with local organisations, business, and nonprofits</p> <p>3.2 To involve students in community engagement activities</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> ● Outreach and networking ● Collaborative projects ● Implement structured service-learning programmes 	<ul style="list-style-type: none"> ● Positive values and attitudes ● National identity