

Major Concern 1: Promoting Positive Education

Targets	Values Concerned		Strategies	Success Criteria	Methods of Evaluation	<i>Evaluation Result</i>	Time Scale	<i>Date of Completion</i>	People in charge
	Catholic Values	Ten Core Values							
1.To promote the use of character strengths language	1,2,3,4,5	1,2,3,5,6,7,9,10	Guidance activities on Identifying character strengths - Making good use of signature character strengths - Exploring the use of weak character strengths Class based activities on expressing gratitude and appreciation	General satisfaction greater than 2.5 (APASO) Negative affect smaller than 2 (APASO) Teachers care about me greater than 3.5 (SHS)	APASO Stakeholder survey	80.1% satisfied 'Your life at school' 81.1% disagreed 'I feel lonely at school' 87.3% satisfied 'Relationship with your teachers'	Sept - May	May, 2024	HA Guidance teachers Class teachers HA
2. To develop a positive mental health culture in school	1,3,4	1,2,3,5,6,7,9,10	Mindshift Educational Networking Programme	80% participants agreed that the activities enhanced their wellness of mind and	Questionnaires	86.6% agreed that the activities enhanced their wellness of mind 82.2% agreed that the	Oct - Aug.	August, 2024	HA, RAY, CC, CMK

				body 80% participants agreed that the activities increased their capacity to handle mental health concerns		activities increased their capacity to handle mental health concerns			
3. To enhance students' understanding of stress management skills and empathy towards others	1,3,4	1,2,3,5,6,7,9,10	Project E Positive Programme	80% participants agreed that the activities enhance their understanding of stress management skills and empathy towards others	Questionnaires	86% agreed that the activities enhance their understanding of stress management skills and empathy towards others	4 th Dec	4 th Dec	HA
4. To strengthen the rapport among students by encouraging mutual appreciation and support between them	1,3,4	2,5,7,9	Secret Angel Scheme	General satisfaction greater than 2.5 (APASO) Negative affect smaller than 2 (APASO) Good relationship between classmates 3.5 (SHS)	APASO Stakeholder survey	80.1% satisfied 'Your life at school' 81.1% disagreed 'I feel lonely at school' 87.3% satisfied 'Relationship with your teachers'	Oct-May	May	GBY, MC, Class teachers

Keys:

- CV01 – Truth; CV02 – Justice; CV03 – Love; CV04 – Life; CV05 – Family;
- EDBV01 – Perseverance; EDBV02 – Respect for Others; EDBV03 – Responsibility; EDBV04 - National Identity; EDBV05 – Commitment; EDBV06 – Integrity; EDBV07 – Care for Others; EDBV08 – Law-abidingness; EDBV09 – Empathy; EDBV10 – Diligence

Achievements
Summarise the progress and achievements of the Major Concern with reference to the set targets and the success criteria in the Annual Programme Plan.
<ul style="list-style-type: none">• It is the third-year students have lessons on character strengths. They are familiar with the 24-character strengths.• The project E Positive Programme provides an effective tool to help screen participants with emotional needs. 3 participants were screened and follow up work was provided by the school social worker.• Mindshift Educational Networking Programme is a meaningful activity and participants learnt a lot.• Secret Angel Scheme provides a channel for students to show love and care to others. 50% respondents agreed that the Secret Angel Scheme was meaningful. 80.9% would recommend the scheme to be held again next year.• A lot of guidance activities were well received by the students, e.g. interest classes, busking, lunchtime activities.• Most students said that they knew the different guidance activities held in this school year.• 72.2% of respondents were satisfied with the guidance activities.
Reflection
Based on the evaluation findings, analyse the facilitating and hindering factors, and consolidate the experience and reflection derived from the process of planning, implementation and evaluation.
It is good that Guidance Board can include different programmes organized by different organisations in the Programme Plan. It brings new ideas, fun and experience to students.
Feedback and Follow-up
With reference to the above “Achievements” and “Reflection” of the Major Concern, suggest follow-up measures to further help students achieve the seven learning goals, so as to inform the planning of the next Annual Programme Plan.
<ul style="list-style-type: none">• Students’ suggestions to the Guidance Board: more than 35 respondents expressed that they would like more varieties and interesting activities(K-Pop) to be introduced.• Main focus for the next academic year: as mental health issue remains as the highly concerned problem among our students, the Guidance Board will put more emphasis on both preventive and support measures.

Overall Reflection on how good they are in fostering whole-person development and lifelong learning of students:

<p>How good is my students' performance in achieving the seven learning goals?</p>
<p>Various interest classes received positive responses from students. Lunchtime activities also attracted crowds of participants who had joy and fun. Not only they helped students understand their interests and abilities, but also they boosted sense of belonging to school and achievements. Through a wide range of activities, students are more aware of the importance of leading a healthy lifestyle.</p>
<p>How good is the department / functional team in enriching students' learning experiences for their whole-person development and lifelong learning?</p>
<p>Guidance Board offered a wide range of activities in enriching students' learning experiences to understand their own interests, aptitudes and abilities, and to develop and reflect upon their goals with aspirations for further studies and future career.</p> <p>Guidance activities encouraged students to lead a healthy lifestyle with active participation in aesthetic activities and to appreciate the arts</p>
<p>How good is the department / functional team in leading its continuous improvement and development for students' whole-person development and lifelong learning?</p>
<p>Guidance activities are tailored-made to cater for students' needs and interests.</p>