

**Po On Commercial Association  
Wong Siu Ching Secondary School**

**School Development Plan**

**2022/23 - 2024/25**

# Po On Commercial Association Wong Siu Ching Secondary School

## **1. School Vision & Mission**

Our mission is to educate students to be sensible, aspiring, law-abiding and disciplined young people, by cultivating their moral sense and integrity and bringing forth their potentials so that they will excel in learning and conduct and become competent and virtuous individuals who can contribute to the well-being of society and humankind.

## **2. School Motto**

Our school motto is "Reverence, Humility, Perseverance and Earnestness".

## **3. Core Values of Education**

On the basis of our school motto, we educate our students in the following principles:

- (1) Devotion to knowledge and truth, with love and respect for self and others;
- (2) Humility as self-discipline, and honesty as guiding principle;
- (3) Advancement with the times, with self-enhancement as the means;
- (4) Prudence in thought and readiness in deed, with care and concern for society.

## 4. Holistic Review

### Effectiveness of the previous School Development Plan (2019/20 – 2021/22)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<b>1. To enhance the effectiveness of instruction</b>			
1.1. To enhance curriculum effectiveness through strengthening interdisciplinary collaborations and comprehensive training for students	<p>Strengthening interdisciplinary collaborations: fully achieved</p> <p>The 8 KLA Coordinators were one of the KLA Division Chairs who were members of the Academic Affair Committee and met three times a year to discuss cross-disciplinary collaboration. Each KLA met three times a year to discuss cross-curricular collaboration. The Vice Principal participated in these meetings and provided support in all aspects of cross-KLA and administrative coordination.</p> <p>According to the PSHE, Technology and Science KLAs Coordinated Teacher Report, teachers from each KLA worked together to discuss curriculum alignment at all levels or to provide cross-curricular learning activities for students, e.g. F1 Study Skills; F2 STEM learning activities; F3 Higher-level Thinking Training</p>	Continue as routine work	
	<p>Providing comprehensive training for student: partly achieved</p> <p>The learning skills training provided to students included:            F1: Study Skills (Theme: Our Hong Kong)            F2: STEM and Creative Thinking            F.3 and above: Higher Level Thinking</p>	Continue to be major concerns in the next SDP	
	<p>In addition, the English Language Arts program provided curriculum-related reading materials for students at all levels of instruction.</p> <p>According to the stakeholder survey, although about 70% of teachers agreed that teachers used cross-curricular collaboration to help students integrate knowledge across subjects, less than 40% of students agreed; 76.6% of teachers agreed that the school curriculum focused on developing students' generic skills; but only 49.3% of students agreed.</p> <p>According to the three-year plan evaluation by all colleagues, more than 60% of the colleagues said that the curriculum was only partially completed and should continue to be a concern for the next three-year plan.</p> <p>According to the stakeholder survey, only 50% of teachers and students agreed that the school provided sufficient resources to promote reading.</p>	Reading will be a major concern in the next SDP	

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1.2. To develop diversified teaching strategies and utilise information technology for effective teaching	<p>Developing diversified teaching strategies: partly achieved</p> <p>According to the Technology KLA report, the STEM learning activities were affected by the epidemic, and the curriculum restructuring was not implemented due to the lack of class time and manpower.</p> <p>PSHE coordinator reported that in the past two years, many cross-curricular learning activities, such as debates and expeditions, were cancelled due to the pandemic; students' learning skills training was also not implemented due to the epidemic and the lack of class time.</p> <p>According to the stakeholders' survey, only 54.9% of students agreed that teachers had different ways to cater to the learning needs of students with different levels.</p>	Continue to be major concerns in the next SDP	
	<p>Utilising information technology for effective teaching: fully achieved.</p> <p>According to PSHE, Technology and Science KLAs coordinators: due to the pandemic, student became used to learn through internet. Video watching with Google form response, Kahoot, online quizzes, flipped classroom, etc were provided to student.</p>	Continue as routine work	
1.3. To develop diversified assessment methods and utilise data to enhance teaching quality	<p>Partly achieved</p> <p>According to the third meeting of subject teachers, all teachers teaching senior form used DSE data to refine their teaching strategies; some subjects like Physics did analysis of students' MCQ.</p> <p>However, few subjects used internal test paper for analysis and improve teaching. In addition, only the Technology KLA coordinated the reporting. Self-assessment and peer assessment were incorporated into the STEM learning activities.</p> <p>According to the summaries of the three-year plan by all colleagues, 80% of the colleagues thought that the development of diversified assessment methods was only partly achieved.</p>	Continue to be major concerns in the next SDP	
1.4. To offer relevant professional training for the enhancement of teachers' capacities and confidence in implementing new teaching strategies	<p>Fully achieved</p> <p>The Teacher Development Unit is responsible for providing teacher staff with each of the learning skills training, including study skills, creative thinking, logical thinking skills training and LaC, etc. on Teacher Development Days. The training for teachers on learning and teaching was customised to meet the needs of school development.</p>	<p>Incorporated as routine work</p> <p>Further strengthen the professional discussion among teachers</p>	
1.5. To review the mechanism for the choice of elective subjects in senior forms	<p>Partly achieved</p> <p>In the past three years, the school schedule has been changed to nine periods in senior form and eight periods in junior form. According to the minutes of the department panels' meeting, the nine-period arrangement brought problems in learning effectiveness and students' whole-person development, so the feasibility of implementing a seven-day cycle schedule was explored.</p>	Continue to be major concerns in the next SDP	The possibility of a new timetable is under consideration

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<b>2. To strengthen students' learning efficacy – building a solid foundation progressively</b>			
2.1 To enhance students' efficacy in self-directed learning	Partly achieved According to the stakeholder survey, only 53.4% of students agreed that they would like to have more self-learning opportunities to develop their different learning skills. 64.5% of students agreed that the quality of their learning at home could have been improved.	Continue to be major concerns in the next SDP	Refer to 1.1 for another review of students' learning ability.
2.2 To widen students' basic knowledge and cultivate IT literacy	Partly achieved According to the stakeholder survey, only 50% of teachers and 52.1% of students agreed that the school had provided sufficient resources to promote reading. According to the summary of the three-year plan, 83% of the colleagues said that cross-curricular reading and promotional reading were only partially achieved.	Reading will be a major concern in the next SDP	
<b>3. To foster students' positive values and develop essential life skills for better connection with the people around</b>			
3.1 To uphold the moral and ethical standard of students and nurture good habits	Partly achieved Due to the previous social unrest and the unprecedented pandemic, interpersonal relationships have been tremendously affected. The school theme: “caring, respect and empathy” has been exceptionally reused and the situation in school has been under control.	Positive education and values education advocated by the EDB will be a major concern in the next SDP	
3.2 To develop students' life skills through Other Learning Experiences and Life Planning Education	Partly achieved Owing to the previous social unrest and the unprecedented pandemic, most face-to-face activities were replaced by online activities, resulting in lower effectiveness in general. Leadership training was also cancelled so the succession of the roles of chairpersons has become more difficult.	All the activities are expected to resume in face-to-face mode once the vaccination rate has reached the requirement	
3.3 To strengthen student support and their connection with the people around	Partly achieved Emotional support was constantly provided to students according to their needs. To maximize students' benefit, flexible arrangements have been made after striking a balance between the urgency of the cases and the restrictions due to pandemic.	Student Counseling & Support Team (including school social workers and education psychologists) continue to find out hidden cases proactively  Dual Class Teacher system can also provide better support to individual students	

## 5. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> <li>✧ The school has clear vision, mission and goals. Its endeavours to provide all-round education for students and nurture them to excel in learning and conduct. With the concerted efforts of all staff members, the school has become one of the most popular schools in the district.</li> <li>✧ The major concerns are closely aligned with the school mission and vision, students' learning and personal needs as well as the societal and global development.</li> <li>✧ The school has incorporated the School Development and Accountability Framework into its operation. The Planning-Implementation-Evaluation (PIE) cycle is embedded in the school's daily mechanism in the light of its development priorities. Clear and concrete plans and implementation strategies are formulated after considering the views of stakeholders such as teachers, students and parents as well as manpower and resources available.</li> <li>✧ The school systematically collects data on learning and teaching as well as school management to ensure proper coordination and implementation of its priority tasks.</li> <li>✧ The school situations and the results of school self-evaluation are actively reported to relevant stakeholders like the IMC, teachers, parents and students through various communication channels like school homepage, newsletters and school reports etc.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Middle managers of subject panels and committees are able to formulate their work plans in accordance with the direction of school development and to implement them systematically. Nevertheless, their roles of monitoring and evaluating need to be strengthened.</li> <li>✧ More opportunities have to be created for subject panels/committees to collaborate so as to realize the goals set in our school plan.</li> </ul>
2. Professional Leadership	<ul style="list-style-type: none"> <li>✧ The school has practised distributed leadership at different levels to strengthen the capacities of the management staff (including the Principal, Vice-Principals and the middle managers) as well as the accountability and transparency of school management.</li> <li>✧ The school leaders at various levels including the Principal, Vice-Principals as well as subject and committee heads have worked closely with other staff members to develop a shared vision of building a school of care. Through formal meetings and day-to-day professional interactions, they have established a clear direction for the school to promote whole-person development and positive attitude of students.</li> <li>✧ Being committed, supportive and reflective, the principal has established good rapport with the middle managers and teachers. Genuine support has been provided to initiatives proposed by the middle managers and basic rank teachers alike, which are conducive to school development.</li> <li>✧ The organization structure of the school has been revamped by introducing the third Vice-principal, subject panels/committees, which allows staff to work more effectively and efficiently at various levels.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Over the past decade, a lot of education initiatives have been introduced such as E-learning, Life Planning, SEN and STEM Education to cater for the diverse needs of students and to prepare them well for the local and global changes. There is an urgent need to keep both the management and teachers abreast of the latest trends in education, especially those in their respective areas of expertise to sustain the achievements and development of the school.</li> <li>✧ There should be more professional sharing among teachers, panels and committees to foster better communication and collaboration, promote team spirit and morale among the management and teaching staff as well as to enhance effective learning of students.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
	<ul style="list-style-type: none"> <li>✧ The Vice-principals and subject panel/committee heads are competent and devoted. They have coordinated the work of committees and subject panels effectively and established harmonious working relationships with their members.</li> <li>✧ A new team of leaders has been formed as a result of the retirement of senior teachers in recent years. It comprises of young and energetic middle managers who are not only passionate about their work but also willing to embrace changes, which can help open up new dimensions in the school.</li> <li>✧ Teachers are generally professional, with sound subject knowledge and serious teaching attitude. They not only show care and concern for students' academic attainment and personal growth, but also put great effort in preparing students to obtain good results in public examinations.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Since more and more young teachers have taken the roles of middle managers as panel/committee heads, there is a need to strengthen their administrative, curriculum and instructional leadership capacities through various professional development programmes.</li> </ul>
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>✧ KLAs often discuss the possibilities of cross-disciplinary collaboration and adapt the implementation mode of the curriculum when necessary; colleagues of all disciplines are open to cross-disciplinary collaboration.</li> <li>✧ Language across Curriculum: Staff Development Unit provides workshops to familiarise all colleagues with LaC concepts, and to strengthen the collaboration between the English Department and other subjects taught in English.</li> <li>✧ All senior form teachers make use of DSE data analysis to improve their teaching.</li> <li>✧ The STEM learning activities in F2 have incorporated self-assessment and peer assessment.</li> <li>✧ The Student Performance Index is developed by the Career &amp; Life Planning Unit to collect data on students' performance over their three years of study for reference</li> </ul>	<ul style="list-style-type: none"> <li>✧ Most cross-curricular learning activities were cancelled due to the pandemic. The quality of collaboration can hopefully be further improved.</li> <li>✧ The modes of collaboration can be more diversified. e.g. common themes, shared competencies, co-curricular activities, cross-curricular reading, projects, etc.</li> <li>✧ Besides coordination work, collaboration among teachers of different learning areas should include more professional exchange about course content and teaching strategies.</li> <li>✧ Use internal, not just public exam, test/exam data to enhance daily teaching.</li> </ul>
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>✧ More enrichment courses about generic skills and values education have been provided, which is conducive to students' whole-person development and self-learning abilities' development</li> <li>✧ E-learning has become more common. Under the pandemic, teachers and students have been accustomed to using electronic media for learning and teaching.</li> <li>✧ More cross-curricular reading has been incorporated, e.g. F1: 'Our Hong Kong' as the theme; F2: STEM learning activities, science fiction and reflection on science and technology are added to the Chinese subject</li> </ul>	<ul style="list-style-type: none"> <li>✧ Integrate the learning strategies that students have learned in enrichment courses into the curriculum so that students can apply what they have learnt</li> <li>✧ Students' information literacy and e-learning skills can be further enhanced to improve their academic performance</li> <li>✧ The reading atmosphere of the whole school can still be improved and a framework of interdisciplinary reading can be established</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> <li>✧ The cooperation between Student Counselling Unit and other supporting staff (including school social worker and education psychologist) have been smooth</li> <li>✧ Teacher-student relationship and student-student relationship are strong and harmonious, which can facilitate early identification of students with emotional problems</li> </ul>	<ul style="list-style-type: none"> <li>✧ Due to the pandemic, face-to-face activities and services have been cancelled. With less physical contact, it is hard to follow up old cases and spot new cases</li> </ul>
6. Partnership	<ul style="list-style-type: none"> <li>✧ Community resources are utilized to foster the development of all areas encompassing discipline, counselling, moral education and life planning</li> <li>✧ All the stakeholders including our sponsoring body, parents and alumni have been very supportive, forming a strong network to provide extra resources and to facilitate school's development</li> </ul>	<ul style="list-style-type: none"> <li>✧ Due to the pandemic, most cooperation opportunities have been impossible.</li> </ul>
7. Attitude and Behaviour	<ul style="list-style-type: none"> <li>✧ Most students complete their learning tasks only under the supervision and guidance of teachers</li> </ul>	<ul style="list-style-type: none"> <li>✧ Students are mostly passive and do not show enough confidence in learning</li> </ul>
8. Participation and Achievement	<ul style="list-style-type: none"> <li>✧ Students are concerned about their public exam results so their performance remain satisfactory.</li> <li>✧ Students are active in participating in extra-curricular activities. Their performance in uniform groups, Visual Arts and sports activities have been impressive</li> </ul>	<ul style="list-style-type: none"> <li>✧ Students' weak confidence hinders their realization of potentials</li> </ul>



## 6. SWOT Analysis

### Our Strengths

- The transparency and accountability of school management have been enhanced with the establishment of the Incorporated Management Committee (IMC) which consists of School Sponsoring Body Managers, Parent Managers, Teacher Managers, Alumni Manager and Independent Manager. Moreover, the IMC has given invaluable guidance and ample support to school management and development.
- The school management at various levels, including the Principal, Vice-Principals, and subject and committee heads, have worked closely with other staff members to build a shared vision of building a school of care. In addition, they have established a clear direction for the school to promote whole person development and a positive attitude toward students.
- The school ethos of reverence (敬), humility (遜), perseverance (時) and earnestness (敏) has been sustained throughout the years. Students are polite, diligent, respectful and versatile. They are competent in both English and Chinese. With better intakes in recent years coupling the concerted efforts of the teaching staff, the learning capacities of students have been lifted, resulting in promising DSE results and successful admission to their desired university programmes.
- Students are not only conscious of their academic performance but also active in participating in extra-curricular activities, as shown in their remarkable achievements in events and competitions in different areas.
- Teachers are professional and committed with sound subject knowledge and zealous teaching attitude. They are adaptive to new teaching strategies to promote inquiry-based and self-directed learning in order to enhance learning and teaching effectiveness.
- Teachers show great care and concern for both students' academic attainment and personal development. They have established rapport with students and are committed to instilling positive values and attitudes in students. Not only do they put a lot of effort into equipping students to obtain good public examination results, but they also play an active role in the subject and marking panels of the HKEAA to keep up with the latest DSE marking criteria. They also spare ample time to organise various activities such as leadership training, OLE Days, exchange tours and workshops to address students' learning and developmental needs as well as to widen their horizons.
- The school has gained a reputation in the local district and established good community relations. The school is popular with parents and the local community who support the school's philosophy of whole-person development and cultivating positive values and attitudes in students. They highly commend the school for her remarkable academic and non-academic achievements as well as her rich and colourful school life.
- The school has been established for over 40 years, and our alumni have made valuable contributions to the school and the community.

### Our Weaknesses

- Under the inclusive education policy, more students with special educational needs are allotted to the school. The learning, behavioural and emotional problems created have imposed a heavy burden on the class arrangement, curriculum adaptation, discipline and counselling and liaison with parents. To successfully implement holistic inclusive education in school, teachers should be aware of the uniqueness and needs of individual students, and also get equipped with relevant skills to face the challenges with collaboration.
- Students in our school tend to be passive and lack confidence in learning. They are relatively weak in self-management, leadership, sense of national identity and are limited in exposure. In face of the challenges from their studies and the public examination, some students have a high level of anxiety which need special attention.

- Teachers' workload has been increasing considerably following the introduction of more and more education initiatives such as the promotion of the use of information technology (IT) in teaching and learning, STEM Education, Career and Life Planning, Inclusive Education and Life Wide Learning. They have to focus on their teaching, and at the same time, keep themselves abreast of the latest education trend, perform administrative duties and participate in professional development. Subsequently, they are under great pressure which is detrimental to their health and work performance.
- As more and more experienced middle managers and teachers have retired while young teachers are taking up their roles, there is a need to strengthen their administrative, curriculum and instructional leadership capacities through various professional development programmes to sustain the effectiveness of school management.
- Subject panels and committee heads are able to formulate their work plans in accordance with the direction of school development and implement them systematically. Nevertheless, there is still room for improvement in their monitoring and evaluating role while more opportunities should be created for them to work collaboratively to realise the school plans.
- There should be more professional sharing among teachers, panels and committees in the form of co-lesson preparation, peer lesson observation and cross- subject/committee collaboration to foster better communication, promote team spirit and morale among staff as well as enhance effective teaching and learning.

## **Our Opportunities**

- In recent years, the HKSAR Government has allocated a lot of extra financial and human resources to education. The school can deploy relevant resources to improve its administrative effectiveness, unleash teachers' capacities and carry out diversified student programmes like holding Other Learning Experiences Day, Career and Life Planning related activities as well as Individual Education Programmes to cater for various needs.
- The Quality School Improvement Project (QSIP) offered by CUHK gives a chance for the school to enhance cross-curriculum collaboration and improve the quality of data analysis, which can facilitate the teaching and learning across subjects.
- With the rapid development of the Tsuen Wan district, more students with better socio-economic backgrounds have been admitted to the school. Their parents have more resources to support their learning. As the student population in Hong Kong is on the rise again and our school has earned high regard from parents in the district, it is expected that the school can admit students of high quality and banding.

## **Our Threats**

- There were several school suspensions or online learning in the past three years. As a result, students lacked face-to-face school life and direct communication with the others. Some students even had mental illness due to lack of social life.
- Many co-curricular activities were suspended and the sustainability of different school clubs and groups is at risk. Teachers are required to reconstruct the organization of them.
- Over the past decade, many education initiatives have been introduced to the school. As a result, it is urgent to keep the management and teachers abreast of the latest trends in education, especially those in their respective areas of expertise, to sustain the achievements and development of the school.
- Globalisation, and the development of information technology such as the use of Big Data, Internet of Things, Artificial Intelligence and knowledge-based economy have brought rapid changes. Traditional thinking and teaching strategies fail to meet the new education trend of cultivating students' adaptability, creativity, independent thinking and life-long learning skills. There is a need to empower both the middle managers and frontline teachers to embrace changes to open up new dimensions in the school.
- Due to the rapid changes in the social, economic and political climate as well as the emergence of more complicated family structure,s traditional core values have been adversely affected, causing learning, emotional and behavioural problems for students. Such external factors cannot be dealt with solely at the school level.

## 7. Major Concerns for a period of 3 school years

1. To enhance teaching effectiveness through interdisciplinary collaboration and better use of assessment data.
2. Enhance students' learning capacity through reading and reading across the curriculum.
3. To foster students' well-being by incorporating positive education into school

### School Development Plan (2022/23 – 2024/25)

Major Concerns	Targets	Time Scale			Outline of Strategies
		Year 1	Year 2	Year 3	
1 Enhance students' learning capacity through reading and reading across the curriculum	1.1 Create a reading atmosphere	✓			To establish Reading and LAC unit to launch reading sessions
		✓	✓	✓	To organize reading activities, such as teacher-student reading sharing, book floating, etc.
	1.2 Increase the variety of reading resources	✓			To make good use of existing reading resources in Chinese and English
		✓	✓	✓	To collaborate with school library; To utilise other community resources such as EdCity, public libraries, etc.
	1.3 Develop interdisciplinary reading to broaden students' knowledge.		✓	✓	To compile booklets with cross-curricular topics with concerted efforts by various disciplines
				✓	To adjust all subjects' assignments and learning activities with the incorporation of reading element

Major Concerns	Targets	Time Scale			Outline of Strategies
		Year 1	Year 2	Year 3	
2 To enhance teaching effectiveness through interdisciplinary collaboration and better use of assessment data	2.1 Enhance the quality of the curriculum through cross-disciplinary collaboration	✓			To improve the composition and structure of the Academic Affairs Committee.
		✓	✓	✓	To expand the space for professional exchange
				✓	To enhance the quality of professional communication: Teaching content, assignment design, co-curricular activities or assessment modes of each KLA subject in the junior form are adjusted due to cross-curricular collaboration
	2.2 Integrate various competency training into the curriculum to enhance students' learning ability	✓	✓	✓	Through professional communication, various competencies are integrated with various subjects, including: ➤ Form 1: Learning Skills ➤ Form 2: Creative thinking ➤ Form 3: Advanced thinking training
			✓	✓	To develop Gifted Education through Competency Training
				✓	To introduce more appropriate competency training to meet the needs of students.
		2.3 Develop diversified assessments and use assessment data for teaching feedback.	✓	✓	✓
	✓		✓	✓	To deepen and standardise assessment strategies across subjects After a pilot scheme in one form (e.g. S1) and a sharing on Staff Development Day, the strategies will be extended to other forms
3 To foster students' well-being by incorporating positive education into school	3.1 To realize students' strengths and potentials and to develop students' positive life values	✓	✓		To organize training workshops and talks about positive education and the development of character strengths for teachers, parents, and students.
		✓	✓	✓	To introduce scientific psychological tools which enable students to clarify their self-concept and explore their full potential To introduce Applied Learning (ApL) courses held outside school for F4 students
		✓	✓	✓	To promote Values Education through nurturing different values and attitudes, including the sense of national identity

Major Concerns	Targets	Time Scale			Outline of Strategies
		Year 1	Year 2	Year 3	
	3.2 To strengthen school connectedness and develop positive relationships in school and the community	✓	✓	✓	To improve the campus environment and decoration
		✓	✓	✓	To organize community service learning programs
		✓	✓	✓	To cultivate the culture of gratitude, various activities will be organised
		✓	✓	✓	To hold programmes like Alumni Sharing, Mentorship Scheme
		✓	✓	✓	To introduce a dual class-teacher system
	3.3 To develop students' sense of accomplishment through meaningful engagement in diverse types of activities	✓	✓	✓	To organize diverse types of OLE activities to cater for students with different interests and capabilities To restructure the previous timetable which provides a half day for activities every week
		✓	✓	✓	To provide leadership training opportunities in the form of experiential learning programs for potential student leaders
		✓	✓	✓	To recognize students' engagement via various means, such as an improved merit-giving system, outstanding students' elections, monthly or yearly-held praising or prize-giving sessions and so on
		✓	✓	✓	To utilize the use of relevant platforms (e.g. "My Life Planning Portfolio" developed by the Education Bureau) to strengthen students' experiential learning in a reflective and committed manner
	3.4 To promote students' mental health and develop their positive emotions	✓	✓	✓	To launch student developmental programs using external resources to develop students' resilience and concept of self-love
		✓	✓	✓	To teach students self-regulatory skills, the importance of healthy lifestyles and a proper understanding of emotions
		✓	✓	✓	To strengthen individual or group guidance and counselling