

HSC Desired Student Outcomes (DSOs)



**Purposeful
Students**

**Lifelong
Learners**



**Caring
Leaders**

HAI Desired Student Outcomes	Unpacked HAI Outcomes	Translating the Goals into School Plans through Observable Actions
1: Purposeful Students	1.1: HAlsians are happy to be in school.	<i>We provide a positive environment where students have something to look forward to each day. Students feel a sense of belonging and have positive teacher-student and student-student relationships.</i>
	1.2: HAlsians seek to be their best self.	<i>We present every student with opportunities to confidently explore, discover and develop their interests, strengths and abilities. Students build self-esteem and exercise personal and social responsibility.</i>
2: Lifelong Learners	2.1: HAlsians have a growth mindset.	<i>We inculcate independence and grit in students. Students make continuous improvements and progress towards their aspirations.</i>
	2.2: HAlsians can excel.	<i>We develop students' knowledge, skills and competencies. Students can adapt and surpass their own boundaries to thrive in the future.</i>
3: Caring Leaders	3.1: HAlsians are leaders.	<i>We inspire students to be leaders of integrity. Students positively influence their peers and others to put graciousness into action.</i>
	3.2: HAlsians serve actively.	<i>We nurture students to become persons for others and to have an impact on the community at large. Students develop compassion in contributing to a better world.</i>

Student All-Round Development Framework

Desired Student Outcomes

LTG 1.1
Purposeful Students

LTG 1.2
Lifelong Learners

LTG 1.3
Caring Leaders

Student Agency
and Leadership

Tiered Support
for Students

Active and Purposeful
Learning Experiences

Recognition and
Affirming Assessment

School Affect and
Belonging

STARS

Assessment Vision

Well-designed assessment that motivates students to be self-regulated, active and lifelong learners

Assessment Beliefs

1. Assessment provides affirmation and empowers students.
2. Assessment provides feedback to inform and improve Teaching and Learning processes.
3. Assessment supports learning throughout life.



EdTech Vision



Truth & Charity

A school where students are future-ready digital learners and responsible users.

A school where teachers are competent in designing and facilitating tech-mediated learning experiences and assessing learner holistically.

A school where the physical and digital environment promotes excellence in teaching and learning, and efficiency in administration.



The 4 main strategies



Truth & Charity

Strategy 1: To enhance teachers' capacity for teaching with technology

Teachers are competent in

- designing, facilitating and assessing Active and Adaptive learning in class and online
- analysing and interpreting students' learning and assessment data

Strategy 2: To enhance student readiness to learn with technology

Students are capable to

- learn and demonstrate the "Find Think Apply Create" digital skills in all technology-enabled activities

Strategy 3: To enhance students' responsibility in using technology safely

Students are

- cyber responsible
- cyber safe

Strategy 4: To enhance Educational Technology structures and processes

Educational Technology is responsive and effective in

- motivating teachers to drive innovation
- supporting seamless collaboration in all levels
- generating timely and reliable data



EdTech Masterplan 2030



Truth & Charity



Find

Critically gather and evaluate information from, and use digital resources (including social media) in a safe, secure, responsible and ethical manner.

- Digital Safety & Security
- Digital Information Management
- Digital Responsibility



Think

Interpret and analyse data, and solve problems systemically.

- Data Competencies
- Computational Thinking



Apply

Use software and devices effectively and productively; facilitate the use of knowledge and skills in new contexts; keep up with technological developments.

- Device & Software Operations
- Digital Knowledge Currency



Create

Produce content and artefacts and collaborate with others digitally.

- Coding & Programming
- Digital Communication, Collaboration & Participation

9 Digital Competencies

3 Digital Competencies (3DC) identified from EdTech Masterplan 2023

As a school, we should prioritise and develop these competencies through our programmes and curriculum

Digital Responsibility

When navigating the online space, demonstrate respect for oneself and others, and practice safe, responsible, and ethical use.

Digital Information Management

Employ effective strategies to locate information and resources, and exercise discernment by evaluating the accuracy, credibility, and relevance of information. Distil and synthesise essential content from online.

Digital Communication, Collaboration & Participation

Leverage digital platforms to communicate ideas, connect with others, and contribute constructively to a common goal.

Nationally, these 4 E21CC will be prioritised.

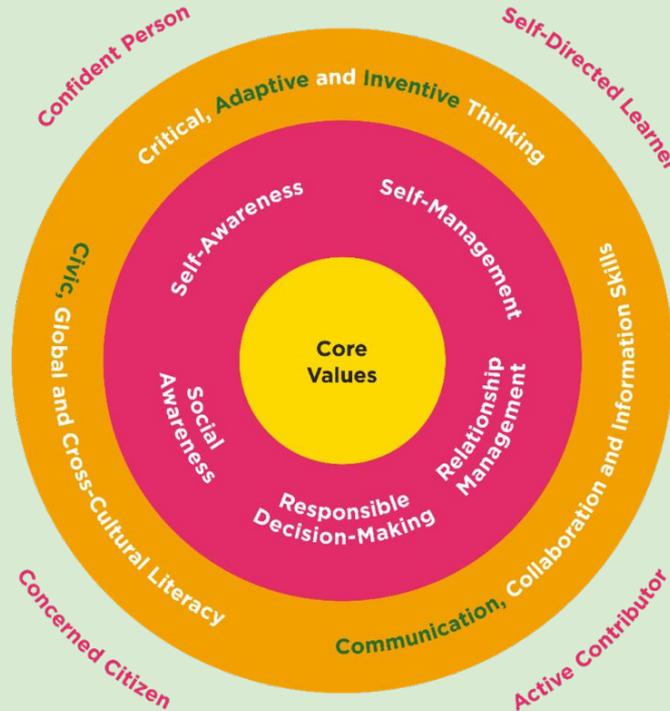
As a school, we will take time to consider which E21CC should be prioritised and developed through our programmes and curriculum.

Adaptive Thinking

- i. Assesses different contexts and situations in order to make connections and draw new insights
- ii. Manages complexities and ambiguities by adjusting one's perspective and strategies

Civic Literacy

- i. Demonstrates understanding of values, ideals and issues of personal, community and national significance
- ii. Plays active and constructive roles to improve the school, community and nation



Inventive Thinking

- i. Explores possibilities and generates novel and useful ideas
- ii. Evaluates and refines ideas to formulate novel and useful solutions

Communication

- i. Effectively communicates information and co-constructs meaning
- ii. Engages empathetically with diverse perspectives