



**Christian Alliance
Cheng Wing Gee College**

**School Development Plan
(2024/25 – 2026/27)**

1. School Vision & Mission

Based on Christian ethos, the unified team of devoted, collaborative staff members of the school advocates whole-person and balanced education in the areas of spirituality, ethics, intellect, physique, social skills and aesthetics so that our students can develop self-confidence, self-discipline and self-learning spirit in a supportive and encouraging atmosphere. At the same time, we aim to help our students learn the redemption gospel, understand life-guiding principles, learn to be well-mannered, think discreetly and show discernment, act swiftly and be healthy, how to appreciate others and artistry, love their families and community, contribute to the country, and ultimately glorify God and benefit mankind.

2. School Goals

We wish to:

- (a) Teach our students Biblical truth so that they may experience a renewed life, develop positive values and a commendable attitude to build up a harmonious relationship with God and man.
- (b) Teach our students how to love, how to discern right from wrong, and to foster in them a sense of responsibility, self-respect, self-consciousness and self-discipline.
- (c) Help students appreciate the grandeur of the universe with awe, motivate them to learn, enhance their critical and analytical thinking and cultivate in them an independent learning attitude to attain self-actualization.
- (d) Help students develop an active life-style and acquire good health, physical fitness and promote the qualities of desirable moral behaviors and cooperation in communal life by means of teaching them various sports skills and knowledge.
- (e) Help students acquire sophisticated inter-personal skills to live up to the requirements of the society, to develop a sense of belonging to their community so that will contribute to the society and nation.
- (f) Foster a spirit of appreciation towards the arts and develop their creativity potential and imaginations.

3. School Motto

“The fear of the Lord is the beginning of wisdom, and knowledge of the Holy One is understanding.” (Proverbs 9:10)

4. Holistic Review of School Performance

(a) Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
Major Concern 1 Pursuing Academic Excellence through Effective Teaching and Learning	Mostly achieved	Continue to be a major concern for the next development cycle with adjusted target(s)	Majority of teachers agreed that the targets and strategies could address the school's major concern I. An average of 3.5 out of 4 was scored to indicate the extent to which the major concern was achieved. Focus can be adjusted in the next developmental cycle so that learning effectiveness is enhanced.
Target 1.1 Enhancing the effectiveness of classroom teaching	Fully achieved	Incorporated as routine work	For Target 1.1, over 95% of teachers agreed their overall effectiveness in classroom teaching was enhanced via strategies like in-house professional development programmes, subject-based classroom teaching pedagogies and pull-out subject-based programmes catering for learning diversities. Among the various professional development programmes, 95% of teachers agreed the professional sharing within subjects and the peer observations could establish a professional interflow culture. About 90% of teachers agreed their subjects had developed subject-based classroom teaching pedagogies for enhancing teaching effectiveness and 95% of teachers also agreed the implementation of those subject-based classroom teaching pedagogies could address the target set.
Target 1.2 Equipping students with skills/habits/ attitude for effective learning	Mostly achieved	Continue to be a target for the next developmental cycle with adjusted strategies	For Target 1.2, an average of 3.25 out of 4 was scored to indicate the extent to which target 2 was achieved. Generally, teachers agreed students were equipped with skills/habits/ attitude for effective learning via different strategies like pre-lesson preparation, note-taking in lessons and active lesson participation with enhanced teacher-student and student-student interactions across all levels. Moreover, the learning effectiveness of students was enhanced and nearly all teachers also agreed the aforementioned skills/habits could be observed among students in classroom learning and their work.

<p>Target 1.3 Enhancing the School's English Environment</p>	Fully achieved	Incorporated as routine work	<p>For Target 1.3, most teachers agreed the overall school's English environment was enhanced via strengthening the effectiveness of using English as the MOI in classroom teaching and learning, promoting reading across curriculum and organising fun-based English activities. Nearly all teachers agreed subject-based strategies to bridge the transition in studies for S.1 students were developed and found them effective. Teachers also agreed different schemes/activities for cultivating an English-rich environment conducted could address the target set. An average of 3.75 out of 4 was scored to indicate the extent to which the target was achieved.</p>																
<p>Major Concern 2 Empowering students to be their own remarkable positive, committed, connected</p>	Fully achieved	Incorporated as routine work	<p>Over the past three years, our school has achieved steady and sustained progress in cultivating positive values in students, fostering their commitment to diverse role identities, and connecting with various stakeholders to create a harmonious school environment. This is supported by an analysis of the Stakeholder Survey:</p> <p>My views on support for student development</p> <table border="1" data-bbox="1294 735 2060 884"> <thead> <tr> <th></th> <th>Year 21-22</th> <th>Year 22-23</th> <th>Year 23-24</th> </tr> </thead> <tbody> <tr> <td>Teachers' View</td> <td>3.9</td> <td>4.1</td> <td>4.3</td> </tr> <tr> <td>Students' View</td> <td>3.6</td> <td>3.7</td> <td>3.8</td> </tr> <tr> <td>Parents' View</td> <td>3.9</td> <td>3.8</td> <td>3.9</td> </tr> </tbody> </table> <p>The overall positive feedback indicates that these improvements have been well-received by the teachers, students and parents. Going forward, we will incorporate these areas of focus into the school's routine work to ensure continuous progress and create a positive, supportive and harmonious school culture.</p>		Year 21-22	Year 22-23	Year 23-24	Teachers' View	3.9	4.1	4.3	Students' View	3.6	3.7	3.8	Parents' View	3.9	3.8	3.9
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Teachers' View	3.9	4.1	4.3																
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<p>Target 2.1 Being Positive To cultivate in students a set of positive values through the formal curriculum, informal curriculum and Pastoral Care programmes</p>	Fully achieved	Incorporated as routine work	<p>For Target 2.1, the school has successfully implemented strategies to cultivate in students a set of positive values. 100% of teachers agreed they have attended relevant CPD workshops/ courses/ programmes on LE. The teachers have equipped with the necessary competence and confidence to promote values education to students. 100% of teachers agreed they have adopted diversified strategies (for example, class teachers' personal sharing, class-based activities and school-based teaching kits) to promote positive values and attitudes among students. 100% of teachers agreed they have created authentic opportunities (for example : Healthy School Programme, 自肥企劃3.0, Mental Health Day @ CWGC) for students to practice and</p>																

			develop positive values and attitudes. Overall, 100% of teachers agreed the school could nurture students' positive values and attitudes as well as giving them the opportunity to put into practice through the diverse learning and teaching of various subject curriculum and other relevant learning experiences.
<p>Target 2.2 Being Committed To sustain and deepen students' sense of commitment with respect to their roles in their personal lives, society and country</p>	Fully achieved	Incorporated as routine work	<p>For Target 2.2, the school has successfully implemented strategies to sustain and deepen students' sense of commitment with respect to their roles in their personal lives, society and country. 98.3% of teachers agreed they have offered students a wide array of opportunities to showcase their talents and abilities. 89.7% of teachers agreed they have leveraged various leadership training activities to nurture students' leadership potential. 96.6% of teachers agreed they have organised experiential activities to broaden students' horizon and develop their sense of social concern. 93.2% of teachers agreed they have organised learning activities to nurture a sense of national identity among students. Overall, 94% of teachers agreed the school could provide students with a holistic and balanced learning experience, allowing them to develop their potential, build self-confidence, and enhance their sense of commitment for personal life, society and the country.</p>
<p>Target 2.3 Being Connected To promote positive school connectedness at the individual, classroom and school level to sustain a caring school climate</p>	Fully achieved	Incorporated as routine work	<p>For Target 2.3, the school has successfully implemented strategies to promote positive school connectedness at the individual, classroom and school level to sustain a caring school climate. 98.3% of teachers agreed they have employed a multitude of approaches to cultivate within students a profound sense of belonging to the school. 100% of teachers agreed they have fostered a supportive environment by promoting positive relationships among students, peers, and teachers. 89.6% of teachers agreed they have collaborated with parents/alumni/church/community to provide opportunities for students to expand their exposure. 96.5% of teachers agreed they have made use of the school's renovated facilities to support students' learning needs and personal growth. Overall, 96.1% of teachers agreed the school could use different resources to mobilise different stakeholders to build a caring campus, create an atmosphere conducive to learning for students, and actively cultivate their sense of belonging to the school.</p>

<p>Major Concern 3: Improving administrative work efficiency and building up Professional Learning Community</p>	Fully achieved	Incorporated as routine work	<p>Over the past three years, our school has made significant progress in improving administrative work efficiency and building a strong Professional Learning Community. This is supported by an analysis of the Teacher Stakeholder Survey:</p> <ul style="list-style-type: none"> ✧ My views on school management: 4.2/5 ✧ My views on teachers' professional development: 4.3/5 <p>The overall positive feedback indicates that these improvements have been well-received by the teaching staff. Going forward, we will incorporate these areas of focus into the school's routine work to ensure continuous progress and a strong professional culture.</p>
<p>Target 3.1 Optimising school administrative structure to develop teachers' potential</p>	Fully achieved	Incorporated as routine work	<p>For Target 3.1, the school has successfully implemented strategies to streamline administrative processes, reduce paperwork, and automate routine tasks. These efforts have resulted in improved efficiency and time savings for staff members (teacher agreement rate of 82.3%). Additionally, the school has effectively promoted the Whole School Approach to equip teachers with the latest educational trends and developments, while also strengthening their sense of ownership and belonging within the school community (teacher agreement rate of 80.6%).</p>
<p>Target 3.2 Improving school facilities to increase learning and teaching capacity</p>	Fully achieved	Incorporated as routine work	<p>For Target 3.2, the school has successfully implemented strategies to enhance its facilities. These include renovating the staff room, upgrading classroom infra-red microphones and computers, and installing flat TVs/interactive boards. These efforts have resulted in the creation of a more conducive learning environment, promoting interactive teaching and learning, and ultimately improving student learning outcomes (teacher agreement rate of 96.8%).</p>
<p>Target 3.3 Professional development and interflow within school</p>	Fully achieved	Incorporated as routine work	<p>For Target 3.3, the school has successfully created opportunities for professional development and interflow among staff members. These opportunities include open classroom weeks, peer observation, mentoring, new staff induction, professional development workshops, as well as the school-based Inspiring Professional Growth Series @ CWGC. These efforts have fostered a strong Professional Learning Community, where teachers collaborate and share knowledge. As a result, there has been an improvement in instruction and student learning outcomes (teacher agreement rate of 91.9%).</p>

(b) Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

(i) A holistic review of students' performance in achieving the seven learning goals, including students' values and attitudes, knowledge and generic skills, their academic and non-academic performance as well as areas for improvement:

Curriculum, Learning & Teaching

- Our students have demonstrated a great leap in their academic performance which can be reflected from the results in the public examinations. Students in general show interest in learning and are willing to participate in different class activities. They acquire and construct a broad and solid knowledge base throughout the six years of studies.
- A diversified curriculum, coupled with rich life-wide learning experiences in different areas, can offer students a broader range of exposure to understand contemporary issues that may impact their daily lives at personal, community, national and global levels. The junior curriculum includes a wide range of subjects like languages, mathematics, humanities, science, technology, cultural and physical.
- Students are well equipped with general knowledge to pave their ways to further studies at senior levels. In their studies at senior levels, students can choose a wide range of elective subjects together with the Applied Learning courses according to their interests and abilities so as to prepare for their further studies.
- Our students are provided with different opportunities to expose to authentic English learning environment in a progressive manner for preparation for further studies and work. Therefore, their efficacy in learning non-language subjects is also our concern. With providing an English-rich environment and a variety of English language support, enhancing students' learning motivation and good language proficiency would be our mid-term goal and nurturing them to be global citizens could be our long-term goal.
- In respect of our mid-term and long-term goals, we are serious in formulating and implementing our whole-school language policy in the school development plans and conducting annual reviews with supporting findings in the school reports. In the above overview of present situation, further elaboration of the effectiveness of our existing EMI arrangements is made. While the school has made great effort to uplift our students' language proficiency, there is still room for improvement in their reading and writing skills in particular.
- Cross-curricula projects are also implemented to help students integrate knowledge and skills across different disciplines. Generic skills like communication, critical thinking and collaboration are widely observed in lessons. Students are equipped with different learning skills like note-taking and IT skills, which highly improves their learning effectiveness. They can apply the knowledge and skills they have learnt. Moreover, their attitude in completing assignments is improving.
- The classroom learning atmosphere is good with good attention and discipline. However, the pandemic has adversely affected their learning foundation and habits. A large diversity has been observed in their performance. As we look forward to the next developmental cycle, one main target can be how teaching can meet the diversified learning needs and enhance the comprehensive language abilities.

- The school boasts well-equipped information technology facilities, ensuring that all classrooms and special rooms are equipped with computers, interactive touch panels, and visualisers. Various Learning Management Systems (LMS), including Google Classroom and eClass, have been adopted for both school administration and interactive learning purposes.
- Students utilise these e-Learning tools to submit assignments and receive feedback from their teachers. Additionally, email and various online platforms are utilised to encourage discussion and communication among students and teachers.
- Teachers frequently employ online learning tools such as Kahoot!, EdPuzzle, and Nearpod to facilitate interactive learning experiences. These tools contribute to student engagement and foster creativity, problem-solving abilities, and communication skills.
- Furthermore, the Campus TV platform continuously upgrades its facilities. It provides students with opportunities to fully unleash their potential by participating in various organised activities. The platform serves as a means for students to enhance their creativity, problem-solving abilities, and communication skills.
- With the advancement of technology, the school also has a well-established STEM work to boost the students' competence in this area. Students' participation rate in activities and competitions was increasing outside school. They have performed well and awards are frequently received.
- The use of A.I. in learning is the focus in the near future as it inevitably influences our daily lives and the development of our society. Students should be equipped not only the knowledge but also the ethics so that they can become informed and responsible users.

Student Development

- The school effectively help students recognise themselves and enhance their self-concept through classroom learning, class management, and comprehensive learning strategies. However, students' self-confidence still needs to be strengthened.
- The school emphasises student morality and comprehensively helps students cultivate positive moral character. The students are kind, pure, polite, and responsible in following rules.
- The school effectively utilises various resources to help students understand the relationship between career interests and subject choices, as well as gain knowledge about different professions. This enables students to fully comprehend the diverse pathways for further education and employment, broadening their perspectives on future directions and work opportunities. However, there is a need to strengthen the development of a systematic and sustainable framework for providing comprehensive career planning education tailored to students' different stages of growth.
- The school provides students with diverse volunteer service opportunities at the individual, class, and grade levels. Through social service, students effectively enhance their sense of social responsibility, but this can still be deepened.
- The school strategically enhances students' national identity and commitment to the country through both inside and outside class activities, and study tours. Due to the satisfactory results, this can be continued to be promoted.
- The school teaches students the importance of information literacy through classroom instruction and thematic workshops, and students are able to use information and information technology ethically.
- The school has a high degree of focus and systematically promotes mental health. Students maintain stable emotions and master appropriate methods to cope with stress. However, there is great room for improvement in students' cultivation of healthy living habits (including diet, sleep, and time management). The school needs to make greater efforts to assist students in enhancing their self-management skills.

(II) A holistic review of school work and effectiveness in enriching students' learning experiences, providing a broad and balanced curriculum, including life-wide learning activities, to broaden students' horizons and develop their lifelong learning skills:

Student Learning Experiences

- Our school has offered a comprehensive curriculum spanning junior to senior in accordance with Hong Kong's aims of education, the seven learning goals and latest trends of education development. Curriculum targets are prioritised and updated with regular reviews to meet students' needs.
- Alongside with the standard curriculum, well-defined other learning experiences (Aesthetic Development, Entrepreneurship Development, STEM Education, Community Service Development and Healthy Lifestyle Development) and Applied Learning courses are introduced at senior curriculum so as to enrich students' learning experience and promote whole-person development effectively.
- In terms of vertical continuity of curriculum implementation, bridging arrangements across the transitions to key stages 3 and 4 are conducted to ensure smooth interface.
- Students are encouraged to continue their learning outside classrooms. A wide range of learning activities are organised to nurture their development in the domains of ethics, intellect, physical development, social skills and aesthetics.
- Subject panel heads meet regularly to plan and evaluate the school development targets, the implementation of school curriculum and T&L performance, which can help ensure a broad and well-balanced curriculum is adopted with appropriate allocation of learning time.
- After-school learning support classes and English enrichment classes are offered to students of different abilities to consolidate their foundation. Students' diversified learning needs are addressed by subjects in terms of appropriate teaching strategies.
- The SEN Student Support Team is responsible for taking care of students with special educational needs so that they can adapt to the school's learning environment and enjoy school life as soon as possible. An educational psychologist, who assists in both remedial and developmental counselling work, comes to our school regularly.
- Our gifted students are also nominated to attend courses and competitions organised by the school and organisations outside to stretch their potentials.
- The school continues to enhance teachers' assessment literacy, so that all KLAs and subjects are able to implement the assessment policy formulated by the school and design homework assignments with highlights on key learning points.
- The school has an effective system for monitoring curriculum implementation. It maintains a comprehensive understanding of teaching plans, learning activities, and their effectiveness. This allows the school to provide timely suggestions to subject panels and committees when necessary.
- Beyond considering management suggestions, subject panels and departments analyse diverse student performance data, both within and beyond the school. They also identify learning difficulties.
- The panels and departments thoroughly review and reflect on the effectiveness of their work. Based on these insights, they devise appropriate follow-up measures to improve curriculum planning and learning/teaching strategies. The aim is to continuously enhance the quality of learning and teaching.

Student Growth Support

- The school utilises observation, stakeholder surveys, and the Assessment Program for Affective and Social Outcomes to gather data and information. By analysing this data, the school identifies various needs of students in terms of growth support and provides relevant assistance to them.
- The school consciously integrates values education with various subject curricula and comprehensive learning activities to provide students with diverse learning experiences. This comprehensive approach helps students develop positive values and a proactive attitude. Special emphasis is placed on cultivating perseverance, respect for others, a sense of responsibility, national identity, a spirit of commitment, integrity, care, law-abidingness, and empathy.
- The school effectively organises a variety of growth experience activities for students, both inside and outside the school, to allow them to unleash their potential. Students are guided to reflect on their experiences, consolidate their learning outcomes, and enhance their self-confidence. However, there is room for improvement in enhancing self-management skills and setting personal learning goals for students.
- The school provides systematic training for student leaders, cultivating their abilities to plan and organise activities independently, with a focus on the succession of various teams.
- In response to the needs of students at different stages of development, the school strategically offers appropriate developmental, preventive, and remedial counseling services to strengthen both individual and group growth experiences. However, there is still potential for improvement in developmental and preventive counseling services.
- The school successfully creates a caring, harmonious, and supportive campus environment. Through class management and comprehensive learning activities, students' sense of belonging to the school is effectively enhanced.
- The school proactively identifies students with diverse learning needs and, in accordance with the requirements of anti-discrimination regulations, caters to their diversity, creating an environment where students with different needs can learn and grow together, appreciating and inspiring one another.
- The school promotes close collaboration among interdisciplinary teams to effectively and comprehensively address the learning and growth needs of different students, ensuring that each student can unleash their potential.
- The school systematically develops appropriate professional development plans for teachers to enhance their professional competence in addressing the diverse needs of students.
- The entire school staff collaboratively promotes and cultivates a positive school atmosphere. Teachers hold appropriate expectations for students, encouraging them to strive for progress, resulting in harmonious teacher-student relationships.
- Students abide by rules, engage in learning, respect teachers, interact well with classmates, demonstrate mutual love and acceptance, and actively participate in school activities and services. The campus is filled with a harmonious ambiance. However, there is room for improvement in fostering a caring atmosphere.
- The teaching team identifies with the school's educational mission and adopts a cooperative attitude towards school activities and affairs. Students are satisfied with the school environment and enjoy campus life. The school conducts regular self-evaluation and strives for excellence.

(III) A holistic review of school practices in leading its sustainable development for students' whole-person development and lifelong learning:

School Management

- At the core of our school's advancement lies a steadfast embrace of school-based management principles, which have enabled the cultivation of a robust culture of whole-school engagement. The school management carefully aligns the school plan with Hong Kong's overarching educational aims, the seven essential learning goals, and the latest trends shaping the education landscape. This strategic alignment is evidenced through the school's rigorous, bottom-up self-evaluation process.
- The proactive management team spearheads strong coordination, monitoring, and evaluation of the implementation of priority tasks and the work of various subject panels and departments. They also offer ample guidance and support to these teams. This multifaceted oversight ensures effective execution and the efficient utilisation of precious school resources.
- The management team consistently demonstrated agility in adapting to change and a proactive approach in addressing unexpected challenges. These capabilities, combined with the team's solid operational experience, have been instrumental in enhancing the school's overall effectiveness and ensuring smooth daily operations.
- The school's commitment to continuous improvement, adopting a data-driven and reflective approach to self-evaluation and improvement planning. This process actively engages the entire school community, drawing upon a wealth of insights to inform the school's strategic direction.
- Undergirding the school's journey of continuous evolution is a shared commitment to excellence among both teachers and students. This collective drive for betterment serves as the bedrock upon which the school's sustainability and long-term success are built.

Professional Leadership

- The management team demonstrates a strong grasp of the latest educational trends, policies, and best practices. The team leverage this knowledge to guide the school in setting robust development targets and mobilising resources from both within and outside the school. This enables the creation of a learning environment that is highly conducive to student growth and development.
- The management team and a majority of key middle leaders possess adequate professional expertise in their areas of responsibility. Most can formulate and execute subject and department plans aligned with the school's development priorities, though their monitoring and evaluation abilities could be further strengthened.
- The middle leaders are also guided by the management team to regularly review the progress of initiatives and the deployment of resources. The overall performance of the school across different domains has seen significant improvement as a result.
- Most of the middle leaders in the school are capable in their roles, but a few may need extra support from the leadership team. Despite this, the school's leadership team has demonstrated a strong ability to effectively assign tasks and responsibilities. They do this by deeply understanding the school's strategic priorities and the individual strengths and expertise of the teaching staff.
- The school places strong emphasis on staff professional development, with relevant training programmes and plans to address the needs of the school and students, aiming to enhance learning effectiveness, as well as actualising the essential seven learning goals. Platforms have been established to facilitate professional exchanges among teaching staff, fostering a generally satisfactory atmosphere of collaboration and sharing. However, the school can still strengthen the culture of self-reflection and expand the teaching team's professional vision.

(c) How Can My School Be Better

Based on the holistic review and reflection, the school will take the following steps to enhance its overall practices and inspire teachers to focus on the seven key learning goals so as to deliver a transformative educational experience for the students entrusted to our care.

(I) Academic Pursuit

1. Addressing Students' Needs

- In view of the ever-changing world, knowledge itself only cannot serve to equip our students to meet their future needs. They have to adjust the mindset and build up confidence that they have the ability to embrace the challenges ahead. To have the motivation to learn and plan, students need to own their learning and take the initiative in the process.
- Apart from the mental preparation, there is a pressing need to emphasise the essential skills like language comprehension ability, critical thinking skills, communication skills and problem-solving skills.
- Moreover, our students are teachable but lack exposure so that they rarely aim high with expectation. They seldom showcase their performance and talents in academic areas. Thus, the school should become a stage to let them shine, experience success and find their life goals.

2. Strengthen School's Capacity for Continuous Improvement and Development

- Our school has deployed suitable manpower and financial resources to create space for teachers to support and implement the school curriculum.
- Well-organised administrative structure facilitates good communication and collaboration among subject panels.
- Professional development programmes focusing on the school's needs and development are provided to equip the teachers with suitable knowledge and skills.
- The teaching team is young and energetic. Teachers are committed and willing to collaborate to furnish a conducive learning environment for students. The provision of facilities fostering eLearning equips students with sound IT skills and enriches their learning experience.

3. Prioritise Initiatives to Support Students' Lifelong Learning

- Professional development for teachers is always a key step to make the school a success. The teaching team should be equipped to be of high caliber, not just meeting the school's developmental needs but also the challenges in the 21st century.
- Moreover, students need exposure and confidence to showcase themselves. The school has to appropriately nurture gifted students to excel in their strengths.
- Skills and knowledge learnt without application cannot be internalised. More diverse and experiential opportunities to boost learning and participations should be offered to sharpen their skills. Throughout the process, it is hoped that students can experience success, be developed holistically and find their life goals.

(II) Student Development

1. Cultivate Students' Healthy Lifestyle:

- Cultivate students' healthy lifestyle through the "7well" approach, enhancing their self-management skills to achieve physical and mental well-being.
- Through the diverse activities arranged by various subject panels and departments, both inside and outside the classroom, raise students' awareness and understanding of the "7well" concept, and put it into practice to establish a healthy lifestyle.
- Through home-school cooperation, increase the motivation and effectiveness for students to establish a healthy lifestyle at school and at home.

2. Enhance Students' Well-being

- Through diverse experiential activities, create authentic contexts to enhance students' interpersonal skills, self-awareness, and understanding of others, fostering a sense of connection.
- Through systematic career life planning programmes, social service, and mainland study tours, inspire students' understanding of personal, future, and national prospects, strengthening their sense of direction and national identity.
- Integrate Christian elements across various subject panels, departments, and external resources in school activities to cultivate a Christian atmosphere and promote Christian values, nurturing students' development of proper moral character.

3. Equip Teachers and Parents

- Equip teachers with the knowledge, skills, and attitudes towards "well-being" and "healthy lifestyle," enabling them to have the confidence and capacity to promote relevant learning activities for students, enhancing the effectiveness.
- Equip parents with the knowledge, skills, and attitudes towards "healthy lifestyle," enabling them to have the confidence and capacity to collaborate with the school in promoting relevant learning activities for students, enhancing the effectiveness.

(III) Management and Organisation

1. Strengthen the "One School" Culture:

- Proactively foster a collegial and collaborative workplace culture through initiatives like Pedagogy-based Learning Circles, Form Coordination and Coaching, and Commendation Scheme.
- Deepen the culture of reflective practices by institutionalising the Personal Half-year Self Review, Pair-up SDD Reflection Sessions, and multi-tiered School Self-evaluation.
- Ensure these initiatives are implemented systematically and consistently to embed a shared sense of collective efficacy across the school, and specifically make every effort to address the specific set of the essential seven learning goals.

2. Deepen Professional Development:

- Expand the Professional Development Programme Plus (PDP⁺) to systematically cultivate a pipeline of future school leaders.
- Ensure the PDP⁺ training workshops, expert talks, cross-school exchanges, and hands-on leadership engagement are well-designed and effectively implemented.
- Strengthen the two-way mentorship scheme to better support the professional growth of newly-joined teachers, including the onboarding programme, on-the-job mentoring, and reverse mentoring on digital tools.
- Monitor the effectiveness of these initiatives and continuously refine them based on feedback.

3. Enhance Monitoring and Evaluation:

- Strengthen the leadership team's monitoring and evaluation capabilities, especially at the middle management level, to ensure effective implementation and resource utilisation.
- Expand the culture of self-reflection and professional vision across the teaching team to drive continuous improvement.
- Regularly review the progress and impact of the proposed initiatives, and make adjustment as necessary to ensure they are achieving the desired outcomes.

4. Optimise the School Campus:

- Proactively upgrade school facilities to enrich the educational experience, ensuring alignment with the 7 Learning Goals and promotion of the 7 Well Healthy Habits.
- Integrate modern technologies to support teaching and learning, as well as school operations.
- Engage the broader community in the development of the school campus to foster a sense of shared ownership.

Through a concerted focus on these areas, the school can build on its existing strengths to further enhance its overall effectiveness and drive continuous improvement. Our ultimate goal is to provide a well-rounded education that prepares students for lifelong learning and success in the 21st century.

5. Major Concerns of the 2024/25 – 2026/27 School Development Cycle

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

Main Theme: Aim High, Reach Higher 心志更堅 砥礪向前

Major Concern 1: Love and Care for One Another 愛人愛己 體現善美

Targets	Time Scale			A General Outline of Strategies	Related Seven Learning Goals																										
	2024-25	2025-26	2026-27																												
<p>1.1. To develop healthy lifestyle that nourishes students' relationships with themselves and others via "7 Well" initiative</p> <table border="1"> <tr> <td>7 Well</td> <td>12 Value</td> </tr> <tr> <td colspan="2">Main Target</td> </tr> <tr> <td>Mind Well</td> <td>Benevolence National Identity</td> </tr> <tr> <td colspan="2">1st Year</td> </tr> <tr> <td>Eat Well</td> <td>Filial Piety, Respect for Others</td> </tr> <tr> <td>Play Well</td> <td>Integrity, Unity</td> </tr> <tr> <td>Study Well</td> <td>Diligence Responsibility</td> </tr> <tr> <td colspan="2">2nd Year</td> </tr> <tr> <td>Sleep Well</td> <td>Filial Piety, Respect for Others</td> </tr> <tr> <td>Exercise Well</td> <td>Perseverance Law-abidingness,</td> </tr> <tr> <td>Love Well</td> <td>Empathy Commitment</td> </tr> <tr> <td colspan="2">3rd Year</td> </tr> <tr> <td>7 Well initiative</td> <td>12 Value initiative</td> </tr> </table>	7 Well	12 Value	Main Target		Mind Well	Benevolence National Identity	1 st Year		Eat Well	Filial Piety, Respect for Others	Play Well	Integrity, Unity	Study Well	Diligence Responsibility	2 nd Year		Sleep Well	Filial Piety, Respect for Others	Exercise Well	Perseverance Law-abidingness,	Love Well	Empathy Commitment	3 rd Year		7 Well initiative	12 Value initiative	✓	✓	✓	<ul style="list-style-type: none"> Enhance students' awareness and understanding of "7 well" to achieve physical and mental well-being through various activities. Facilitate students' growth by incorporating the "7 Well" strategies into different subjects 'work plans. Establish students' a healthy lifestyle through home-school collaboration. 	LG2: Breadth of Knowledge LG4: Generic Skills LG7: Healthy Lifestyle
7 Well	12 Value																														
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<p>1.2. To cultivate students' well-being through Christian values of faith, hope, and love.</p>	✓	✓	✓	<ul style="list-style-type: none"> Love: Provide diverse learning opportunities and experiential activities to enhance students' understanding of themselves and others so that students can experience a satisfaction in life. Hope: Promote career life planning, service learning and study tours for students from S.1 to S. 6 systematically and continuously so as to enlighten students meaning in life with personal future and the nation's prospects. 	LG1: National & Global Identity LG4: Generic Skills LG6: Life Planning LG7: Healthy Lifestyle																										

				<ul style="list-style-type: none"> ■ Faith: Incorporate Christian elements by subject panels, departments and external resources in arranging activities to nurture students' development of Christian values. ■ Promote and arrange various training programmes to equip teachers with the awareness and understanding of well-being. 	
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Major Concern 2: Be a Wise Learner 志慮忠純 學思並重

Targets	Time Scale			A General Outline of Strategies	Related Seven Learning Goals
	2024-25	2025-26	2026-27		
2.1 To foster stronger academic culture to promote students' learning engagement and ownership with achievable goals	✓	✓	✓	<ul style="list-style-type: none"> ■ To immerse students into a learning-rich environment ■ To promote reading atmosphere to enhance students' self-learning abilities ■ To guide students to set learning goals and develop students' learning habits 	LG1: National & Global Identity LG2: Breadth of Knowledge LG3: Language Proficiency LG4: Generic Skills LG5: information literacy
2.2 Employing teaching pedagogies to address students' diversified learning needs	✓	✓	✓	<ul style="list-style-type: none"> ■ To organise schoolwide in-house professional development programmes for equipping teachers with knowledge and skills about paradigm shift and make learning student-centered ■ To devise subject strategies based on students' learning styles, abilities and interest for classroom daily teaching and assessments ■ To launch all year-round schemes to unleash the potentials and enhance the exposure of gifted students in subjects 	LG 2: Breadth of Knowledge LG3: Language Proficiency LG4: Generic Skills LG5: information literacy

Major Concern 3: Be a Good Steward 同心同德 專業合一

Targets	Time Scale			A General Outline of Strategies	Related Seven Learning Goals
	2024-25	2025-26	2026-27		
3.1 Growing a “One School” Mindset	✓	✓	✓	<ul style="list-style-type: none"> ■ Foster a collegial workplace culture to enhance unity and a shared sense of collective efficacy towards school success ■ Nurture a culture of reflective practices to uncover well-round perspectives for continuous school improvement 	<ul style="list-style-type: none"> ■ To inspire teachers on the essence underpinning the specific set of <u>Seven Learning Goals</u>
3.2 Paving a Path towards Professionalism	✓	✓	✓	<ul style="list-style-type: none"> ■ Organising staff development programmes on pedagogy and promoting sharing of good practices in / across departments, skills in interactive IT medias, assessment for/as learning, small class teaching, questioning techniques, classroom management etc. ■ Implement a two-way mentorship scheme to support the professional growth of newly-jointed teachers and cultivate a pipeline of future school leaders through tailored PDP+ to enable sustainable school development 	<ul style="list-style-type: none"> ■ To inspire teachers on the essence underpinning the specific set of <u>Seven Learning Goals</u>
3.3 Building a Conducive School Campus	✓	✓	✓	<ul style="list-style-type: none"> ■ Upgrade school facilities to enrich the educational experience 	LG 1: National & Global Identity LG 2: Breadth of Knowledge LG3: Language Proficiency LG4: Generic Skills LG5: information literacy LG6: Life Planning LG7: Healthy Lifestyle

The seven learning goals	(1) national & global identity	(2) breadth of knowledge	(3) language proficiency
(4) generic skills	(5) information literacy	(6) life planning	(7) healthy lifestyle