



Christian Alliance
Cheng Wing Gee College
School Annual Plan
(Year 2025 – 26)

School Vision and 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. It is hoped that our students can develop self-confidence, self-discipline and self-learning spirit in a supportive and encouraging environment. 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, know how to appreciate others and artistry, love their families and community, contribute to the country and ultimately glorify God and benefit mankind.

Christian Alliance Cheng Wing Gee College
Annual School Plan 2025-26

Aim High, Reach Higher 心志更堅 砥礪向前

Major Concerns:

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|-----------|--------------------------------------|------------------|
| 1. | Love and Care for One Another | 愛人愛己 體現善美 |
| 2. | Be a Wise Learner | 志慮忠純 學思並重 |
| 3. | Be a Good Steward | 同心同德 專業合一 |

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

Feedback and follow-up actions from the school year 2024-25:

In our school plan, we expect our students to learn to become individuals with healthy lifestyle habits who love and care for one another. Recent survey results indicate positive progress in several areas.

- Promote Healthy Lifestyle through Activities:** Teachers agreed that the school has effectively helped students achieve physical and mental health, as well as foster positive values and attitudes to enhance their awareness of well-being, with a mean score of **4.37 out of 5**.
- Promote Healthy Lifestyle through Lessons:** Teachers reported a mean score of **4.42 out of 5**, indicating they have organised a variety of lesson activities to support students' personal growth.
- Promote Healthy Lifestyle through Home-School Collaboration:** Teachers achieved a mean score of **4.22 out of 5**, reflecting their collaboration with parents to help establish healthy living habits for students.
- Love:** Teachers reported a mean score of **4.39 out of 5**, indicating they have organised learning and experiential activities aimed at enhancing students' interpersonal skills and fostering positive relationships.
- Hope:** Teachers achieved a mean score of **4.19 out of 5**, reflecting their efforts in organising diverse learning activities to cultivate gratitude among students, enhance their sense of national identity, and raise awareness of their personal futures.
- Faith:** Teachers reported a mean score of **4.00 out of 5**, indicating they have fostered an environment with Christian elements to enhance students' understanding of and interest in Christian values.
- Staff Development Training:** Teachers agreed with a mean score of **4.36 out of 5** that they have strengthened their understanding of well-being and feel confident in promoting well-being activities to students.

In summary, our school's direction and strategies for supporting student growth are effective. In the coming year, we will maintain our focus on these strategies, helping students solidify healthy lifestyle habits, the "7 Well," "12 Values," and interpersonal relationships. Our goal is for students to gain a deeper understanding of themselves, others, society, their country, and the world, fostering a sense of hope for the future and encouraging them to live with purpose and meaning.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required						
<div>1.1 To develop a healthy lifestyle that nourishes students' relationships with themselves and others via the "7 Well" and "12 value" initiative.</div> <table><tr><td>7 Well</td><td>12 Value</td></tr><tr><td colspan="2">Main Target (2024-27)</td></tr><tr><td>Mind Well</td><td>Benevolence National</td></tr></table>	7 Well	12 Value	Main Target (2024-27)		Mind Well	Benevolence National	<div>1.1.1. Enhance students' awareness and understanding of "7 well" and "12 value" to achieve physical and mental well-being through various activities.</div>	<div><ul style="list-style-type: none">At least one activity per year is provided to enhance students' awareness and understanding of "7 well" and "12 value" by all departments under student support domain.70% of teachers and students agree that the activities are effective in enhance students' awareness and understanding of "7 well" and "12 value".★Positive feedback from students' reflection.</div>	<div><ul style="list-style-type: none">Stakeholder SurveySchool-based QuestionnairesKey Performance Measure Indicators,Activities Evaluation★Department evaluation meetings★</div>	Sep 25 – Aug 26	SDSC, All departments under student support domain, FC, All CTs	EOEBG LWL & SSG LSG MNESG SASG
7 Well	12 Value											
Main Target (2024-27)												
Mind Well	Benevolence National											

<div>Identity</div> <div>1st Year (2024-25)</div> <div><div>Eat Well</div><div>Filial Piety Respect for Others</div></div> <div><div>Play Well</div><div>Integrity Unity</div></div> <div><div>Study Well</div><div>Diligence Responsibility</div></div> <div>2nd Year (2025-26)</div> <div><div>Sleep Well</div><div>Filial Piety Respect for Others</div></div> <div><div>Exercise Well</div><div>Perseverance Law-abidingness,</div></div> <div><div>Love Well</div><div>Empathy Commitment</div></div> <div>3rd Year (2026-27)</div> <div><div>7 Well initiative</div><div>12 Value initiative</div></div>			<div>■ Through observation, ✧ Students’ engagement and participation in both in-school and out-school activities have increased. ✧ Students’ engagement and participation in co-curricular activities have increased.</div>	<div>■ Observation</div>			
<div>■ LG2</div> <div>■ LG4</div> <div>■ LG7</div>	1.1.2. Facilitate students’ growth by incorporating the "7 Well" and “12 value" strategies into different subjects ‘work plans	<div>■ Each subject incorporates at least one of the "7 Well" and “12 value" strategies into their work plans to facilitate students' growth.</div> <div>■ 70% of teachers and students agree that strategies implemented can promote students’ growth.</div> <div>■ Through observation, ✧ Students’ attentiveness in class has increased. ✧ Students’ engagement and participation in learning have increased.</div>	<div>■ Stakeholder Survey</div> <div>■ School-based Questionnaires</div> <div>■ Key Performance</div> <div>■ Subject evaluation meetings</div> <div>■ Observation</div>	Sep 25 – Aug 26	SDSC, Various subject panels	EOEBG LWL & SSG LSG SASG	
	1.1.3. Establish students’ a healthy lifestyle through home-school collaboration.	<div>■ At least two home-school collaboration activities are arranged throughout the year to help students establish a healthy lifestyle.</div> <div>■ 70% of students, teachers and parents agree that home-school collaboration activities could help students establish a healthy lifestyle.</div> <div>■ Through observation, ✧ The participation and engagement of parents and students in home-school collaboration activities have increased. ✧ The relationship between the students and their families has improved.</div>	<div>■ Stakeholder Survey</div> <div>■ School-based Questionnaires</div> <div>■ Key Performance</div> <div>■ PTA evaluation meetings</div> <div>■ Observation</div>	Sep 25 – Aug 26	SDSC, PTA, FC, All CTs	Parent Education Grant HSG	
1.2 To cultivate students' well-being through Christian values of faith, hope,	1.2.1 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.	<div>■ At least one learning opportunity or experiential activities is provided to enhance students' understanding of themselves and others by all subjects and departments under student support domain.</div> <div>■ 70% of students and teachers agree</div>	<div>■ Stakeholder Survey</div> <div>■ School-based Questionnaires</div> <div>■ Key Performance</div> <div>■ Activities</div>	Sep 25 – Aug 26	SDSC, Various subject panels, All departments under student support domain, FC,	EOEBG LWL & SSG LSG MNESG SASG	

<p>and love.</p> <ul style="list-style-type: none"> ■ LG1 ■ LG4 ■ LG6 ■ LG7 		<p>that the learning and experiential activities could enable students to experience satisfaction in life.</p> <ul style="list-style-type: none"> ■ ★Positive feedback from students' reflection. ■ Through observation, <ul style="list-style-type: none"> ✧ Students' engagement and participation in learning and experiential activities have increased. ✧ The students' interpersonal relationships have improved 	<ul style="list-style-type: none"> ■ Evaluation★ ■ Subject evaluation meetings ■ Department evaluation meetings ■ Feedback of CTs in Form coordination meetings ■ Observation 		All CTs	
	<p>1.2.2 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, the nation's prospects ★and the global perspective development.</p>	<ul style="list-style-type: none"> ■ A systematic and continuously career life planning programme is ★implemented for S.1 to S.6 students. ■ At least one service learning activities for 1 S.1-6 students is arranged by LSD. ■ At least one study tour is arranged to enlighten students the nation's prospects ★and the global perspective development respectively by departments under student support domain, e.g., LSD, CMNSHE, CSD and Sister School Scheme Team. ■ 70% of students and teachers agree ★that the career life planning, service learning and study tours could enlighten students' meaning in life. ■ ★Positive feedback from students' reflection. ■ Through observation, <ul style="list-style-type: none"> ✧ Students' engagement and participation in learning and experiential activities have increased. ✧ Student's sense of personal future has increased. 	<ul style="list-style-type: none"> ■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance ■ Activities ■ Evaluation★ ■ CPD evaluation meetings ■ LSD evaluation meetings★ ■ Feedback of CTs in Form coordination meetings ■ Observation 	Sep 25 – Aug 26	CPD, ACD, LSD, CMNSHE, CSD, Sister School Scheme Team, FC, All CTs	EOEBG LWL & SSG LSG MNESG SASG
	<p>1.2.3 Faith: Incorporate Christian elements by subject panels, departments and external resources in arranging activities to nurture students' development of Christian values.</p>	<ul style="list-style-type: none"> ■ At least one activity incorporating Christian elements by subject panels, departments and external resources is conducted. ■ 70% of students and teachers agree 	<ul style="list-style-type: none"> ■ Stakeholder Survey ■ School-based Questionnaires ■ Key 	Sep 25 – Aug 26	SDSC, Various subject panels, All departments under student	EOEBG LWL & SSG LSG SASG SBG

		<p>that the inclusion of Christian elements in the various activities is effective in helping students understand Christian values.</p> <ul style="list-style-type: none"> ■ ★Positive feedback from students' reflection. ■ Through observation, <ul style="list-style-type: none"> ✧ Students' engagement and participation in activities with Christian elements have increased. ✧ Students are more interested in activities with religious elements. 	<p>Performance</p> <ul style="list-style-type: none"> ■ Activities Evaluation ★ ■ Subject evaluation meetings ■ Department evaluation meetings ■ Observation 		support domain, Church School Cooperation Committee	External resources
	1.2.4 Promote and arrange various training programmes to equip teachers with the awareness and understanding of well-being.	<ul style="list-style-type: none"> ■ At least one training workshop or well-being activity is arranged throughout the year. ■ At least two well-being related training materials are promoted throughout the year. ■ 70% of participants agree that the relevant training courses are effective in enhancing their awareness and understanding of well-being. ■ Through observation, <ul style="list-style-type: none"> ✧ Teachers' engagement in training programmes have increased. ✧ Teachers' confidence in promoting well-being activities to students have increased. 	<ul style="list-style-type: none"> ■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance ■ Record of teacher trainings ■ Programme evaluation ■ Teacher evaluation questionnaires ■ Observation 	Sep 25– Aug 26	ESD, SDSC, GCD, CMNSHE	EOEBG LWL & SSG

2. Major Concern 2: Be a Wise Learner 志慮忠純 學思並重

Feedback and follow-up actions from the school year 2024-25:

The school has been placing greater emphasis on developing a stronger academic culture to nurture our students as wise learners who are actively engaged in their own learning and cultivating proper study habits. The following survey results indicate satisfactory progress in the school's major concern 2.

- Academic culture:** Teachers agreed that the school strategically provides students with different learning experiences inside and outside of the classroom, which contributed to a stronger academic culture with a mean score 4.57 out of 5.
- Learning engagement:** Students agreed that teachers arranged diverse learning activities both inside and outside the classroom with an increased mean score from 3.67 to 3.76 compared to the previous year. Additionally, teachers agreed that they engage students to learn actively inside and outside of the classroom with a mean score 4.52 out of 5.
- Ownership with achievable goals:** Teachers agreed that they often engaged students in active inquiry and construction of knowledge inside and outside of the classroom with a mean score 4.54 out of 5, thereby promoting engagement and ownership. Students reported that teachers often teach them learning strategies, such as doing pre-lesson preparation, using concept maps and online resources with an increasing mean score from 3.76 to 3.82 out of 5. Students also expressed that they know how to set their own learning goals with a mean score 3.48 out of 5.
- Employing teaching pedagogies:** Teachers agreed that they often take into account students' learning progress and re-adjust their teaching strategies inside and outside of the classroom accordingly with a mean score 4.54 out of 5.
- Reading:** Teachers agreed that students like reading with an increasing mean score from 3.22 to 3.59 out of 5. Additionally, the overall loan rate of borrowed books and magazines, both physical and digital, rose by 12% compared to the previous year.

Generally, teachers consistently supported student learning, fostering a strong academic culture and encouraging active engagement in various activities. They guided students in setting learning goals, enhancing ownership and effective study skills while promoting participation in learning journey. Moreover, the reading atmosphere improved significantly due to teachers promoting leisure reading, which motivated students to explore more through multifarious events. Moving forward, teachers will focus on addressing students' diverse learning needs to further enhance educational outcomes.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
2.1 To foster stronger academic culture to promote students' learning engagement and ownership with achievable goals ■ LG1	2.1.1 To immerse students into a learning-rich environment 2.1.1.1 To review and incorporate the spiral curriculum and assessment framework 2.1.1.2 To strengthen the collaboration between English Panel and other EMI subjects under the language across the curriculum (LAC).	<ul style="list-style-type: none"> 70% of teachers agree that the analysis of exam paper helps with revising teaching pedagogy and understanding students' learning effectiveness 70% of teachers concerned in the LAC agree that the curriculum mapping between teaching of sentence patterns in English lessons and teaching of subject knowledge in content subjects facilitates learning effectiveness 70% of students participate in at least 2 	<ul style="list-style-type: none"> Subject evaluation meeting UT/Exam evaluation reports Lesson observation records Activity records 	Sep 25 – Aug 26	CHY Subject panels English Panel LAC committee	Pre-S1 attainment test data; TSA results; Internal exam data

<ul style="list-style-type: none">■ LG2■ LG3■ LG4■ LG5	<table><tr><td>2024-25</td><td>Geog & T&L</td></tr><tr><td>2025-26</td><td>Maths & Science</td></tr><tr><td>2026-27</td><td>Econ, PE & VA</td></tr></table> <p>2.1.1.3 To strategically broaden students’ exposure and enhance their learning experiences.</p> <p>Extended learning activities</p> <table><tr><td>2024-27</td><td>ENG</td></tr><tr><td>2024-27</td><td>Maths & Sci Junior forms experiential classes</td></tr><tr><td>2024-27</td><td>1 overseas exchange programme by LSD</td></tr><tr><td>2024-25</td><td>Maths & Sci</td></tr><tr><td>2025-26</td><td>PSHE KLA</td></tr><tr><td>2026-27</td><td>Technology Ed. KLA PE & Cultural Ed. KLA</td></tr></table>	2024-25	Geog & T&L	2025-26	Maths & Science	2026-27	Econ, PE & VA	2024-27	ENG	2024-27	Maths & Sci Junior forms experiential classes	2024-27	1 overseas exchange programme by LSD	2024-25	Maths & Sci	2025-26	PSHE KLA	2026-27	Technology Ed. KLA PE & Cultural Ed. KLA	<p>extended learning activities outside classrooms</p> <ul style="list-style-type: none">■ 70% of junior form students participate in at least 2 English learning activities■ 70% of S1 and S2 students agree that the experiential classes can expand their horizons in Mathematics and Science subjects■ 70% of participants of the exchange programmes agree that joining the study tour can enrich their learning experience and help them develop a global mind-set	<ul style="list-style-type: none">■ of English Panel■ LAC evaluation meeting■ Subject panel meeting ★			
2024-25	Geog & T&L																							
2025-26	Maths & Science																							
2026-27	Econ, PE & VA																							
2024-27	ENG																							
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2024-25	Maths & Sci																							
2025-26	PSHE KLA																							
2026-27	Technology Ed. KLA PE & Cultural Ed. KLA																							
<p>2.1.2 To promote reading atmosphere to enhance students’ self-learning abilities</p> <p>2.1.2.1 Coordination among different subject panels in reading across the curriculum (RAC)</p>	<ul style="list-style-type: none">■ At least 1 in-class book sharing by each student every term■ At least 2 thematic display of books for different subjects■ At least 2 Coordination gatherings will be held every year■ 70% of students agree that they are able to summarise the story more comprehensively■ 70% of students agree that they are able to present the story more confidently■ 70% of students agree that they have better understanding towards the reading materials via follow-up exercises■ The overall loan rate of borrowed books is increased by 10%■ 70% of students agree that they make notes by themselves	<ul style="list-style-type: none">■ Activity records of each class■ Library evaluation meeting■ LAC evaluation meeting■ Book inspection records	Sep 25 – Aug 26	Library Class teachers LAC committee Subject panels																				

	<div>2.1.3 To develop students’ ownership of their learning and learning goals setting</div> <table><tr><td>Pre-lesson</td><td>pre-lesson work</td><td>every unit</td></tr><tr><td>In-lesson</td><td>Presentation of pre-lesson work and summarising the lesson</td><td>At least 1 for every lesson</td></tr><tr><td>In-lesson</td><td>groupwork</td><td>At least 1 for every unit</td></tr><tr><td>Post-lesson</td><td>homework completion</td><td></td></tr></table>	Pre-lesson	pre-lesson work	every unit	In-lesson	Presentation of pre-lesson work and summarising the lesson	At least 1 for every lesson	In-lesson	groupwork	At least 1 for every unit	Post-lesson	homework completion		<ul style="list-style-type: none">70% of teachers agree that students are able to show basic understanding at the beginning of the lessons and are more willing to participate in the lessons70% of students agree they have a clear learning goal and are more willing to participate in the lessonsImproving homework submission records70% of teachers agree that interaction with students and opportunities for students to showcase their learning outcomes during lessons have been increased	<ul style="list-style-type: none">Subject evaluation meetingteachers’ observationHomework submission records	Sep 25 – Aug 26	ACD Academic Pursuit Class teachers Subject teachers	
Pre-lesson	pre-lesson work	every unit																
In-lesson	Presentation of pre-lesson work and summarising the lesson	At least 1 for every lesson																
In-lesson	groupwork	At least 1 for every unit																
Post-lesson	homework completion																	
<div>2.2 Employing teaching pedagogies to address students’ diversified learning needs</div> <div><ul style="list-style-type: none">LG2LG3LG4LG5</div>	<div>2.2.1 To organise schoolwide in-house professional development programmes about paradigm shift</div> <div>2.2.2 To devise subject strategies for classroom daily teaching and assessments</div>	<ul style="list-style-type: none">70% of teachers agree that the programme contents can improve their understanding of teaching pedagogies that address students’ diversified learning needs70% of teachers agree that the programme contents are useful in the design of corresponding pedagogies <ul style="list-style-type: none">At least one subject strategy based on students’ learning styles, abilities and interest is devised and implemented at each level for classroom daily teaching and assessments70% of teachers agree that strategies implemented can address students’ diversified learning needs	<ul style="list-style-type: none">Programme evaluationTeacher evaluation questionnaireESD evaluation meetings <ul style="list-style-type: none">Teacher evaluation questionnaireSubject evaluation meetingsLesson observation records	Sep 25 – Aug 26 Sep 25 – Aug 26	ESD Subject panels Subject panels	Financial support External educational bodies												

	2.2.3 To unleash the potentials and enhance the exposure of gifted students in subjects	<ul style="list-style-type: none"> ■ All year-round schemes are launched to unleash the potentials of gifted students in the subjects ■ 70% of the aforementioned subject teachers agree that schemes launched can unleash the potentials of gifted students in the subjects ■ 70% of the aforementioned subject teachers agree that schemes launched can enhance the exposure of gifted students in the subjects ■ Subject elite pools in junior CHI, ENG, MATH and SCI are set up ■ The percentage of participation in external competitions raised ■ Higher-level preparatory programmes in Math and Sci KLA will be conducted in junior forms 	<ul style="list-style-type: none"> ■ Teacher evaluation questionnaire ■ Participant evaluation questionnaire ■ Subject evaluation meetings 	Sep 25 – Aug 26	Elite Nurturing and Gifted Education CHI, ENG, MATH and SCI panels	
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3. Major Concern 3: Be a Good Steward 同心同德 專業合一

Feedback and follow-up actions from the school year 2024-25:

In our school plan, emphasising the role of teachers as good stewards is crucial. Recent survey results indicate positive progress in several areas.

- Collegial Culture:** Teachers consider SDD workshops vital for fostering a One School Mindset, achieving a mean score of **4.61 out of 5**, which highlights the significance of professional growth and shared leadership.
- Reflective Practices:** The value of SDD reflection activities is widely recognised by teachers, earning a mean score of **4.56 out of 5**, emphasising their essential role in enhancing teaching quality.
- Learning Circle:** Teachers find that this platform significantly aids their understanding and application of teaching strategies, reflected in a mean score of **4.56 out of 5**, demonstrating effective collaboration to improve educational outcomes.
- Form Coaching:** Rated with a mean score of **4.49 out of 5**, these training sessions are seen by teachers as beneficial for classroom management, underscoring the importance of professional guidance.
- New Teaching Strategies:** Teachers have successfully implemented new strategies aligned with the 7 Learning Goals, resulting in a mean score of **4.46 out of 5**, showcasing their proactive approach to instructional methods.
- Alignment with School Goals:** With a mean score of **4.53 out of 5**, teachers show enthusiasm for cultivating responsibility and aligning with the school's developmental direction, a crucial factor for sustainable growth.
- Upgraded Facilities:** Teachers report high satisfaction with improvements to school facilities, noting that these enhancements support teaching and contribute to healthier lifestyles for students, reflected in a mean score of **4.64 out of 5**. This area remains a key focus moving forward.
- Mentoring Scheme:** the scheme helps new teachers adjust to the school effectively, with a mean score of 4.78 out of 5. Mentees also report positive experiences and smooth integration into school policies, scoring **4.42 out of 5**, emphasising the scheme's important role in creating a supportive community.

In summary, our vision is clear and our strategic direction is sound. In the coming year, we will continue to focus on these strategies, equipping teachers with essential skills and resources while providing an enriching educational experience for every student, and fostering a community where educational excellence thrives.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
3.1 Growing a "One School" Mindset ■ To inspire teachers on the essence underpinning the specific	3.1.1 Foster a collegial workplace culture to enhance unity and a shared sense of collective efficacy towards school success	■ At least 1 developmental workshop for teachers is conducted to enhance their understanding of "One School" Mindset ■ 70% of teachers indicate a strong sense of belonging and commitment to the school community ■ 70% of teachers indicate a strong sense of shared responsibility towards the school's common goals ■ 70% of FTs report that the form coaching is effective in promoting cohesive practices across the school	■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance Measure Indicators ■ Feedback of FTs in Form Coordination Meetings	Sep 25 – Aug 26	Principal, Vice-principals, Form Coordination	Sponsor from IMC

<p>set of <u>Seven Learning Goals</u></p>	<p>3.1.2 Nurture a culture of reflective practices to uncover well-round perspectives for continuous school improvement</p>	<ul style="list-style-type: none"> ■ School-wide multifaceted platforms engaging teachers in individual and collective reflective practices are offered ■ 70% of teachers indicate heightened engagement and greater ownership in driving school improvement ■ 70% of teachers report that their self-review goals are closely aligned with the broader school development objectives ■ 70% of teachers report that the SDD pair-up sessions are effective in sparking new insights for school improvement 	<ul style="list-style-type: none"> ■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance Measure Indicators ■ Feedback from teachers 	<p>Sep 25 – Aug 26</p>	<p>Principal, Vice-principals,</p>	<p>-</p>
<p>3.2 Paving a Path towards Professionalism</p> <ul style="list-style-type: none"> ■ To inspire teachers on the essence underpinning the specific set of <u>Seven Learning Goals</u> 	<p>3.2.1 Organise a spectrum of staff development programmes on pedagogy and promoting sharing of good practices in/across departments, assessment for/as learning, skills in interactive IT medias, small class teaching, questioning techniques, classroom management etc.</p>	<ul style="list-style-type: none"> ■ ★At least 1 Collaborative Action Research (CAR) project and ★ at least 3 Learning Circle discussions are held per year ■ 70% of teachers report implementing at least 1 new teaching strategies to address the 7 Learning Goals ■ ★At least 1 inter-school professional development programme (PDP*) is conducted for promising school leaders ■ Aspiring leaders are given opportunities to lead school-wide initiatives or committees/departments 	<ul style="list-style-type: none"> ■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance Measure Indicators ■ Feedback from middle leaders ■ Feedback from senior leadership 	<p>Sep 25 – Aug 26</p>	<p>Principal, Vice-principals</p>	<p>-</p>
	<p>3.2.2 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</p>	<ul style="list-style-type: none"> ■ Observed a stronger competency among new teachers in adapting to school setting over the first month ■ 70% of new teachers indicate a broad awareness of school expectations, protocols and available resources. ■ 70% of new teachers report that the programme effective in introducing them to the school's policies & culture ■ 70% of new teachers report that the scheme is effective in improving their 	<ul style="list-style-type: none"> ■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance Measure Indicators ■ Feedback from new teachers ■ Feedback from 	<p>Sep 25 – Aug 26</p>	<p>Principal, Vice-principals,</p>	<p>-</p>

		teaching and administrative skills ■ 70% of experienced teachers report that the session is effective in enhancing their professional skills	senior leadership ■ Feedback from mentors and mentees			
3.3 Building a Conducive School Campus ■ LG1 ■ LG2 ■ LG3 ■ LG4 ■ LG5 ■ LG6 ■ LG7	3.3.1 Upgrade school facilities to enrich the educational experience	■ 70% of teachers and students report that the school renovation works and newly installed amenities have effectively benefited T&L, as well as supported a healthier lifestyle on campus ■ Positive feedback from students and teachers	■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance Measure Indicators ■ Feedback from students and teachers	Sep 25 – Aug 26	Principal, Vice-principals, GAD, ICT, PE Department	EOEBG, EDB Major Repairs, QEF, Sponsor from EMSD

(): Modified Targets / implementation Strategies / Success Criteria / Methods of Evaluation

Remarks for Seven Learning Goals (LGs)

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