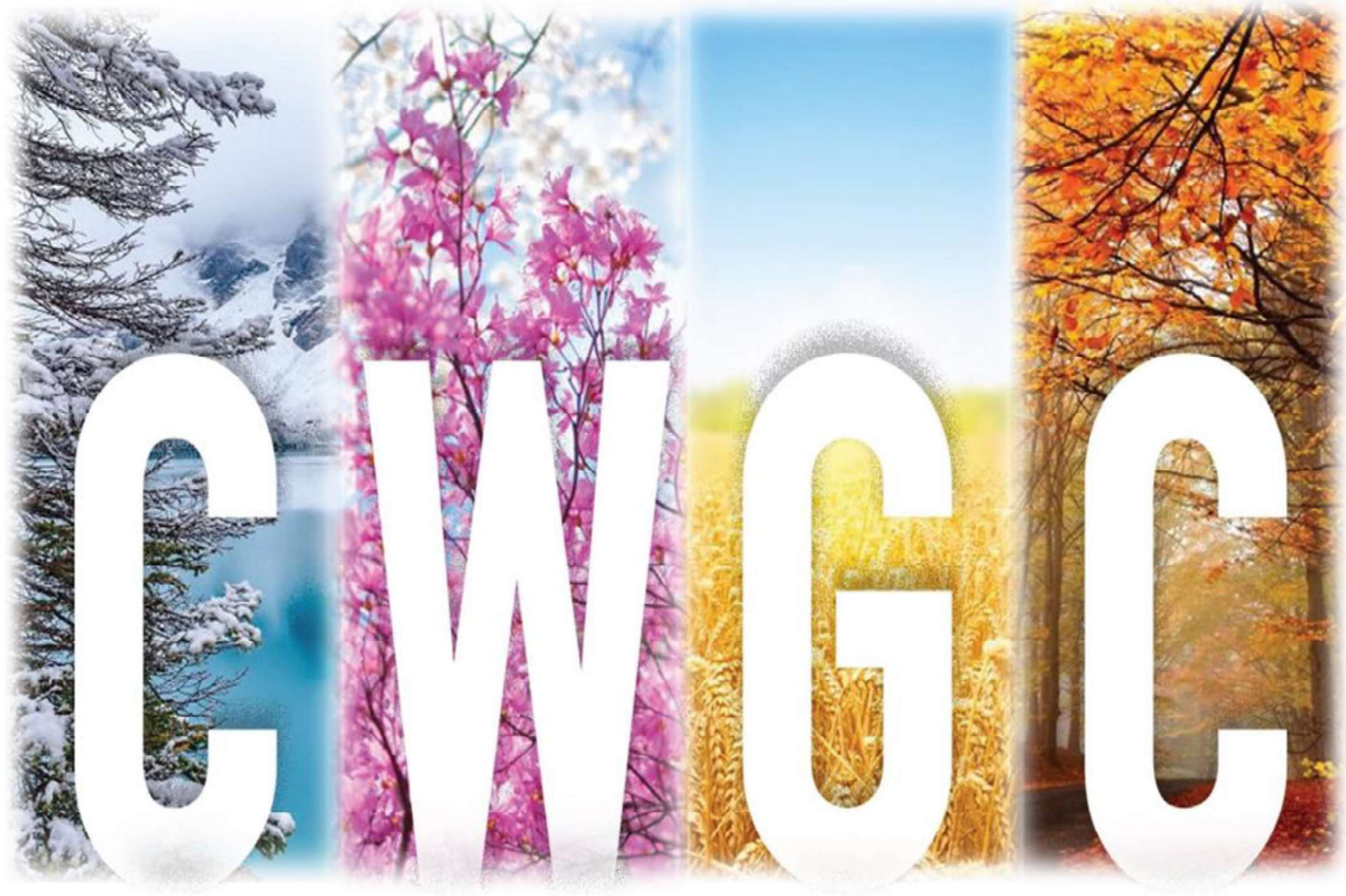




Christian Alliance
Cheng Wing Gee College
School Annual Plan
(Year 2026 – 27)

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 a spirit of self-learning in a supportive and encouraging environment. At the same time, we aim to help our students learn about the gospel of redemption, think prudently and discern wisely, act promptly and stay healthy, understand life-guiding principles, learn to be well-mannered, 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 2026-27

Aim High, Reach Higher 心志更堅 砥礪向前

Major Concerns:

- | | | |
|----|-------------------------------|-----------|
| 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 2025-26:

In our school development plan, we envision our students growing into individuals who cultivate healthy lifestyle and demonstrate mutual love and care. Recent survey results indicate continuous positive progress across several key areas compared to the previous school year:

- 1. Promoting a Healthy Lifestyle through Activities:** Teachers agreed that the school has effectively helped students achieve physical and mental well-being, while fostering positive values and attitudes to enhance their awareness of wellness. This area achieved a mean score of 4.44 out of 5 (an increase of 0.07 compared to the previous school year).
- 2. Promoting a Healthy Lifestyle through Lessons:** Teachers reported a mean score of 4.56 out of 5 (an increase of 0.14 compared to the previous school year), indicating that they have organised a diverse range of classroom activities to support students' personal growth.
- 3. Promoting a Healthy Lifestyle through Home-School Collaboration:** Teachers achieved a mean score of 4.35 out of 5 (an increase of 0.13 compared to the previous school year), reflecting successful collaboration with parents in helping students establish healthy living habits.
- 4. Love:** Teachers reported a mean score of 4.49 out of 5 (an increase of 0.1 compared to the previous school year), indicating they have successfully organised learning and experiential activities aimed at enhancing students' interpersonal skills and fostering positive relationships.
- 5. Hope:** Teachers achieved a mean score of 4.32 out of 5 (an increase of 0.13 compared to the previous school year), reflecting their dedicated efforts in organising diverse learning experiences to cultivate gratitude, enhance national identity, and raise awareness regarding students' personal futures.
- 6. Faith:** Teachers reported a mean score of 4.15 out of 5 (an increase of 0.15 compared to the previous school year), indicating they have successfully fostered an environment enriched with Christian elements to deepen students' understanding of and interest in Christian values.
- 7. Staff Development Training:** Teachers agreed—with a mean score of 4.41 out of 5 (an increase of 0.05 compared to the previous school year)—that they have strengthened their understanding of well-being and feel confident in promoting well-being activities to students.

In summary, this school year's performance has shown a steady upward trend compared to the previous school year, reflecting that our school's direction and strategies for supporting student growth are highly effective.

In the coming year, we will maintain our focus on these strategies, helping students continuously solidify and practice healthy lifestyle habits, the "7 Wells," the "12 Core Values," and positive interpersonal relationships. Our ultimate goal is for students to gain a deeper understanding of themselves, others, society, their country, and the world, thereby fostering a strong sense of hope for the future and encouraging them to live a life of purpose and meaning.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required																										
1.1 To develop a healthy lifestyle that nourishes students' relationships with themselves and others via the "7 Well" and "12 value" initiative. <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 Identity</td></tr><tr><td colspan="2">1st Year (2024-25)</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 (2025-26)</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 (2026-27)</td></tr><tr><td>7 Well initiative</td><td>12 Value initiative</td></tr></table> ■ LG2 ■ LG4 ■ LG7	7 Well	12 Value	Main Target (2024-27)		Mind Well	Benevolence National Identity	1 st Year (2024-25)		Eat Well	Filial Piety Respect for Others	Play Well	Integrity Unity	Study Well	Diligence Responsibility	2 nd Year (2025-26)		Sleep Well	Filial Piety Respect for Others	Exercise Well	Perseverance Law-abidingness,	Love Well	Empathy Commitment	3 rd Year (2026-27)		7 Well initiative	12 Value initiative	1.1.1. Enhance students' awareness and understanding of "7 well" and “12 value" to achieve physical and mental well-being through various activities. 1.1.2. Facilitate students’ growth by incorporating the "7 Well" and “12 value" strategies into different subjects ‘work plans 1.1.3. Establish student healthy lifestyle through home-school collaboration.	■ 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. ■ 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. ■ Each subject incorporates at least one of the "7 Well" and “12 value" strategies into their work plans to facilitate students' growth. ■ 70% of teachers and students agree that strategies implemented can promote students’ growth. ■ Through observation, ✧ Students’ attentiveness in class has increased. ✧ Students’ engagement and participation in learning have increased. ■ At least two home-school collaboration activities are arranged throughout the year to help students establish a healthy lifestyle. ■ 70% of students, teachers and parents agree that home-school collaboration activities could help students establish a healthy lifestyle. ■ Through observation,	■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance Measure Indicators, Activities Evaluation ■ Department evaluation meetings ■ Observation ■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance Subject evaluation meetings ■ Observation ■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance PTA evaluation meetings ■ Observation	Sep 26 – Aug 27 Sep 26 – Aug 27 Sep 26 – Aug 27	SDSC, All departments under student support domain, FC, All CTs SDSC, Various subject panels SDSC, PTA, FC, All CTs	EOEBG LWL & SSG ESLASG MNESG External Partnerships & NGOs EOEBG LWL & SSG ESLASG External Partnerships & NGOs Parent Education Grant HSG
	7 Well	12 Value																														
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	Love Well	Empathy Commitment																														
	3 rd Year (2026-27)																															
	7 Well initiative	12 Value initiative																														

		✧ 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.					
1.2 To cultivate students' well-being through Christian values of faith, hope, and love. ■ LG1 ■ LG4 ■ LG6 ■ LG7	1.2.1	Love: Provide diverse learning opportunities and experiential activities to enhance students' understanding of themselves and others so that students can experience satisfaction in life.	■ 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. ■ 70% of students and teachers agree that the learning and experiential activities could enable students to experience satisfaction in life. ■ Positive feedback from students' reflection. ■ Through observation, ✧ Students' engagement and participation in learning and experiential activities have increased. ✧ The students' interpersonal relationships have improved	■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance ■ Activities Evaluation ■ Subject evaluation meetings ■ Department evaluation meetings ■ Feedback of CTs in Form coordination meetings ■ Observation	Sep 26 – Aug 27	SDSC, Various subject panels, All departments under student support domain, FC, All CTs	EOEBG LWL & SSG ESLASG MNESG External Partnerships & NGOs
	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.	■ 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'	■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance ■ Activities Evaluation ■ CPD evaluation meetings ■ LSD evaluation meetings ■ Feedback of CTs in Form coordination meetings ■ Observation	Sep 26 – Aug 27	CPD, ACD, LSD, CMNSHE, CSD, Sister School Scheme Team, FC, All CTs	EOEBG LWL & SSG ESLASG MNESG External Partnerships & NGOs

		■ reflection. ◆ Through observation, ◆ Students' engagement and participation in learning and experiential activities have increased. ◆ Student's sense of personal future has increased.				
1.2.3	Faith: Incorporate Christian elements by subject panels, departments and external resources in arranging activities to nurture students' development of Christian values.	■ At least one activity incorporating Christian elements by subject panels, departments and external resources is conducted. ■ 70% of students and teachers agree that the inclusion of Christian elements in the various activities is effective in helping students understand Christian values. ■ Positive feedback from students' reflection. ■ Through observation, ◆ Students' engagement and participation in activities with Christian elements have increased. ◆ Students are more interested in activities with religious elements.	■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance ■ Activities Evaluation ■ Subject evaluation meetings ■ Department evaluation meetings ■ Observation	Sep 26 – Aug 27	SDSC, Various subject panels, All departments under student support domain, Church School Cooperation Committee	EOEBG LWL & SSG ESLASG External Partnerships & NGOs Tai Wai Church Love Foundation
1.2.4	Promote and arrange various training programmes to equip teachers with the awareness and understanding of well-being.	■ 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, ◆ Teachers' engagement in training programmes have increased. ◆ Teachers' confidence in promoting well-being activities to students have increased.	■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance ■ Record of teacher trainings ■ Programme evaluation ■ Teacher evaluation questionnaires ■ Observation	Sep 26– Aug 27	SPD, SDSC, GCD	EOEBG LWL & SSG ESLASG External Partnerships & NGOs

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 2025-26:

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.

1. **Academic culture:** Teachers agreed that they have contributed to creating a learning-rich environment that extends beyond the confines of the classroom with a stable mean score of 4.54 out of 5. Additionally, students agreed that the school has provided them with a conducive learning environment, featuring spaces like the Learning Oasis and interactive panels in classrooms and laboratories, with an increased mean score from 3.95 to 4.00 compared to the previous year. Students also agreed that their views on teaching showed a steady positive trend with an increasing mean score from 3.73 to 3.96 out of 5. Students similarly acknowledge this positive academic culture, with their rating of teacher support rising steadily.
2. **Learning engagement:** Students agreed that teachers often organised different learning activities both inside and outside of the classroom, such as discussions, visits, and sharing of insights, with an increased mean score from 3.76 to 3.90 compared to the previous year. Teachers also agreed that they have encouraged and supported students in their learning with a mean score of 4.66 out of 5. Students reported taking an increasingly active role in their learning both inside and outside the classroom, with the mean rising from 3.46 to 3.68 over three years. However, a slight drop was noted in students' agreement regarding their interest and active participation in academic activities organised by the school, with a mean score decreasing from 3.77 to 3.73 out of 5.
3. **Ownership with achievable goals:** Teachers agreed that they have guided students to set learning goals with a mean score of 4.61 out of 5. Students reported that teachers often taught them learning strategies, such as doing pre-lesson preparation, using concept maps, and online resources, with an increasing mean score from 3.82 to 4.00 out of 5. Students also expressed that they knew how to set their own learning goals with an increasing mean score from 3.48 to 3.68 out of 5, demonstrating greater academic ownership. Our students also showed excellent academic resilience, scoring a high 3.86 mean on trying their absolute best to overcome learning difficulties.
4. **Employing teaching pedagogies:** Teachers agreed that they usually reviewed and adjusted their pedagogies to address students' diversified learning needs with an increasing mean score from 4.54 to 4.59 out of 5. Students strongly validated this pedagogical agility, agreeing that teachers' questions inspire their thinking inside and outside of the classroom with a steadily increasing mean score from 3.70 to 3.84, and further to 3.93 out of 5 over a three-year period.
5. **Reading:** Teachers agreed that they encouraged students to read more books in their leisure time with an increasing mean score from 4.41 to 4.44 out of 5. In contrast, students reported a slight decline in their perception of being encouraged to read more extracurricular books and articles to broaden their subject knowledge, with a mean score moving from 3.85 to 3.80 out of 5. Furthermore, students' self-reported habit of reading materials such as leisure reading materials and newspapers outside of class remained relatively modest, although it showed an increase from 3.36 to 3.54 out of 5.

Generally, teachers consistently supported student learning, fostering a strong academic culture and encouraging active engagement in classroom learning. They guided students in setting learning goals, enhancing ownership and effective study skills while promoting participation in their learning journey. Moreover, while teachers actively promoted leisure reading and structured learning strategies, a slight divergence remains in students' independent reading habits and their participation in school-organised academic events. Moving forward, teachers will focus on addressing students' diverse learning needs and refining engagement strategies to narrow these gaps, ensuring our students continue to develop as wise learners.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required																		
2.1 To foster a stronger academic culture to promote students’ learning engagement and ownership with achievable goals ■ LG1 ■ LG2 ■ LG3 ■ LG4 ■ LG5	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). <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> 2.1.1.3 To strategically broaden students’ exposure and enhance their learning experiences. Extended learning activities <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	■ 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 extended learning activities outside classrooms ■ 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	■ Subject evaluation meeting ■ UT/Exam evaluation reports ■ Lesson observation records ■ Activity records of English Panel ■ LAC evaluation meeting ■ Subject panel meeting ★	Sep 25 – Aug 26	CHY Subject panels English Panel LAC committee	Pre-S1 attainment test data; TSA results; Internal exam data
	2024-25	Geog & T&L																						
2025-26	Maths & Science																							
2026-27	Econ, PE & VA																							
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2025-26	PSHE KLA																							
2026-27	Technology Ed. KLA PE & Cultural Ed. KLA																							
	2.1.2 To promote reading atmosphere to enhance students’ self-learning abilities 2.1.2.1 Coordination among different subject panels in reading across the curriculum (RAC)	■ 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	■ Activity records of each class ■ Library evaluation meeting ■ LAC evaluation	Sep 25 – Aug 26	Library Class teachers LAC committee Subject panels																			

		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	- meeting - Book inspection records															
	2.1.3 To develop students' ownership of their learning and learning goals setting <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		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 lessons 70% of students agree they have a clear learning goal and are more willing to participate in the lessons - Improving homework submission records 70% of teachers agree that interaction with students and opportunities for students to showcase their learning outcomes during lessons have been increased	- Subject evaluation meeting - teachers' observation - Homework 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																	
2.2 Employing teaching pedagogies to address students' diversified learning needs	2.2.1 To organise schoolwide in-house professional development programmes about paradigm shift	70% of teachers agree that the programme contents can improve their understanding of teaching pedagogies that address students' diversified learning needs 70% of teachers agree that the programme contents are useful in the design of corresponding pedagogies	- Programme evaluation - Teacher evaluation questionnaire - ESD evaluation meetings	Sep 25 – Aug 26	ESD Subject panels	Financial support External educational bodies												

■ LG2 ■ LG3 ■ LG4 ■ LG5						
	2.2.2 To devise subject strategies for classroom daily teaching and assessments	■ 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 assessments ■ 70% of teachers agree that strategies implemented can address students' diversified learning needs	■ Teacher evaluation questionnaire ■ Subject evaluation meetings ■ Lesson observation records	Sep 25 – Aug 26	Subject panels	
	2.2.3 To unleash the potential and enhance the exposure of gifted students in subjects	■ 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	■ Teacher evaluation questionnaire ■ Participant evaluation questionnaire ■ Subject evaluation meetings	Sep 25 – Aug 26	Elite Nurturing and Gifted Education CHI, ENG, MATH and SCI panels	

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 2025-26:

In our school plan, emphasising the role of teachers as good stewards is crucial for driving professional growth and institutional accountability. This stewardship mindset empowers our educators to manage school resources and pedagogical strategies effectively, maximising their impact on student development. Recent survey results show sustained progress across key areas, providing valuable data-informed insights to guide improvements for the coming year:

1. **Collegial Culture:** Workshops on a "One School Mindset" remain valued for shared leadership, with the score maintaining a strong level at 4.48 out of 5. These collaborative sessions continue to lay a vital foundation for team unity; next year, the school will refresh workshop themes to deliver more interactive experiences that sustain motivation and align deeply with our collective vision.
2. **Reflective Practices:** Maintaining a strong mean score of 4.49 out of 5, the SDD Reflective Sessions continue to be recognised as an essential catalyst for professional development. This consistent rating confirms that structured collaborative reflection has become deeply embedded in our teaching culture, effectively driving continuous improvements in instructional quality.
3. **Learning Circle:** As a vital platform for mutual professional exchange, the Learning Circle achieved a stable and commendable score of 4.54 out of 5. Teachers highly value this collaborative space for deep reflection; the school will continue supporting it to encourage the sharing of innovative pedagogical insights across departments.
4. **Form Coaching:** The perceived effectiveness of Form Coaching in aligning cohesive practices adjusted from 4.49 to 4.33 out of 5. Acknowledging this feedback, the SDD team will re-evaluate the scheduling and structural execution of these sessions, aiming to provide more practical, targeted guidance that supports teachers in classroom and school-wide coordination.
5. **New Teaching Strategies:** Teachers demonstrated remarkable proactive drive, with successful implementation of strategies aligned with the 7 Learning Goals rising from 4.46 to 4.51 out of 5. This positive growth highlights teachers' expanding competence and pedagogical confidence, which the school will further sustain through targeted resource allocation.
6. **Alignment with School Goals:** Teachers demonstrated an unwavering commitment to shared leadership, outperforming last year's metrics. Scores for common goals rose from 4.58 to 4.59 out of 5, while school improvement increased from 4.47 to 4.54 out of 5. This growth underscores a strong sense of ownership and dedication, ensuring staff efforts remain tightly aligned with the school's long-term strategic direction.
7. **Upgraded Facilities:** Infrastructure satisfaction is excellent, scoring 4.57 out of 5 for enhancing teaching and 4.64 out of 5 for promoting healthy student lifestyles. Teachers strongly agree that physical upgrades directly benefit educational outcomes and well-being; well-maintained facilities will thus remain a cornerstone of our campus moving forward.
8. **Mentoring Scheme:** This programme successfully supports new teachers, earning high marks from mentees for professional skill enhancement (4.58 out of 5) and protocol clarity (4.50 out of 5), while mentors felt well-prepared (4.50). Responding to constructive feedback, future matching will prioritise departmental and subject relevance to ensure even more tailored professional growth.

In summary, our vision remains clear and our strategic direction is well-validated by the data. The progress in implementing new teaching strategies, the exceptional results of the mentoring scheme, and the high satisfaction with school infrastructure are major successes this year. To sustain educational excellence, the coming year's follow-up actions will focus on refining the delivery of our SDD workshops and Form Coaching sessions, while continuing to optimise our supportive staff development programmes, ensuring our teachers are fully equipped to deliver an enriching educational experience for every student.

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 set of <u>Seven Learning Goals</u>	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	■ Observation ■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance Measure Indicators ■ Feedback of FTs in Form Coordination Meetings	Sep 26 – Aug 27	Principal, Vice-principals, Form Coordination	Sponsor from IMC
	3.1.2 Nurture a culture of reflective practices to uncover well-round perspectives for continuous school improvement	■ 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	■ Observation ■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance Measure Indicators ■ Feedback from teachers	Sep 26 – Aug 27	Principal, Vice-principals,	-
3.2 Paving a Path towards Professionalism ■ To inspire teachers on the essence underpinning the specific set of <u>Seven Learning Goals</u>	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.	■ 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	■ Observation ■ Stakeholder Survey ■ School-based Questionnaires ■ Key Performance Measure Indicators ■ Feedback from middle leaders ■ Feedback from	Sep 26 – Aug 27	Principal, Vice-principals	-

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
Goals		Aspiring leaders are given opportunities to lead school-wide initiatives or committees/departments	senior leadership			
	3.2.2 Implement a two-way mentorship scheme to support the professional growth of newly-appointed teachers and cultivate a pipeline of future school leaders through tailored PDP* to enable sustainable school development	- 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 teaching and administrative skills 70% of experienced teachers report that the session is effective in enhancing their professional skills	- Observation - Stakeholder Survey - School-based Questionnaires - Key Performance Measure Indicators - Feedback from new teachers - Feedback from senior leadership - Feedback from mentors and mentees	Sep 26 – Aug 27	Principal, Vice-principals,	-
3.3 Building a Conducive 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	- Observation - Stakeholder Survey - School-based Questionnaires - Key Performance Measure Indicators - Feedback from students and teachers	Sep 26 – Aug 27	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 identity & global perspective	(2) breadth of knowledge	(3) language proficiency
(4) generic skills	(5) digital literacy	(6) life planning	(7) healthy lifestyle