



Christian Alliance Cheng Wing Gee College
Annual Plan 2021-22

(a) Major Concern 1: Pursuing Academic Excellence through Effective Teaching and Learning

Targets	Strategies/ Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.1 Enhancing the effectiveness of classroom teaching	(1) Organizing in-house professional development programmes for enhancing teaching effectiveness	<ul style="list-style-type: none"> At least 70% of teachers agree that the programme contents can improve their teaching effectiveness 	<ul style="list-style-type: none"> Programme evaluations School records Teacher evaluation questionnaire 	Sep 21 – Aug 22	<ul style="list-style-type: none"> SPD 	
	(2) Establishing professional interflow culture through peer observations	<ul style="list-style-type: none"> At least 2 peer observations are conducted for each teacher annually At least 70% of teachers agree that peer observations can establish a professional interflow culture 				
	(3) Developing effective subject-based classroom teaching pedagogies via <ul style="list-style-type: none"> identifying and conducting essential lesson components establishing teaching routine designing effective pre-lesson work/homework/post-lesson assessments across all levels 	<ul style="list-style-type: none"> All subjects have developed and well-stated in subject annual plan/meeting minutes the subject-based classroom teaching pedagogies for enhancing teaching effectiveness in the aforementioned areas Subject-based classroom teaching pedagogies can be observed in lesson observations At least 70% of teachers agree that the implemented pedagogies can enhance the teaching effectiveness 	<ul style="list-style-type: none"> Subject evaluation meetings Lesson observation records 	Sep 21 – Jun 22	<ul style="list-style-type: none"> ACD Various Subject Panels 	
	(4) Operating pull out subject-based programmes for high achievers and less able students to cater for learning diversities	<ul style="list-style-type: none"> At least 70% of participants show improvement in their academic performance At least 70% of participants find the programmes useful to their studies 	<ul style="list-style-type: none"> Academic records of participants Student evaluation questionnaire 	Sep 21 – Jun 22	<ul style="list-style-type: none"> Various Subject Panels 	Financial Support

Targets	Strategies/ Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.2 Equipping students with skills/habits/ attitude for effective learning	(1) Enforcing subject-based strategic plans to establish students with good learning skills/habits via <ul style="list-style-type: none"> ● filing subject materials ● pre-lesson preparation ● note-taking in lessons ● active lesson participation ● self-learning outside classroom across all levels 	<ul style="list-style-type: none"> ● All subjects have developed and well-stated in subject annual plan/meeting minutes the subject-based strategic plans to establish students with good learning skills/habits for enhancing learning effectiveness in the aforementioned areas ● Established learning skills/habits can be observed in lesson observations and exercise book inspections 	<ul style="list-style-type: none"> ● Subject evaluation meetings ● Lesson observation records ● Exercise book inspection records 	Sep 21 – Jun 22	<ul style="list-style-type: none"> ● ACD ● Various Subject Panels 	
	(2) Organizing form-based programmes to equip students with good learning skills/habits/attitude for life-long learning S.1&2: LHBT/Note-taking Skills (APLHBT) S.2&3: Career and Life Planning (CPD) S.4&5: Learning Persistence (GCD) S.5&6: Habits and Skills in Public Exam (APLHBT&GCD) Career and Life Planning (CPD)	<ul style="list-style-type: none"> ● At least 70% of students agree that the programmes can help them establish good learning skills/habits/attitude for lifelong learning 	<ul style="list-style-type: none"> ● Programme evaluation ● Teacher evaluation questionnaire ● Student evaluation questionnaire 	Sep 21 – Jun 22	<ul style="list-style-type: none"> ● ACD ● CPD ● GCD 	Financial Support
	(3) Promoting active classroom learning by strengthening subject-based e-learning strategies	<ul style="list-style-type: none"> ● All subjects have developed and well-stated in subject annual plan/meeting minutes the subject-based e-learning strategies to promote active classroom learning ● At least 70% of teachers agree that the subject-based e-learning strategies can promote active classroom learning among students ● At least 70% of students agree that e-learning strategies in subjects can facilitate them to learn actively 	<ul style="list-style-type: none"> ● Subject evaluation meetings ● Lesson observation records ● Student Questionnaire ● Student Assessment Performance 	Sep 21 – Jun 22	<ul style="list-style-type: none"> ● ICT ● ACD ● Various Subject Panels 	

	<p>(4) Developing at least ONE self-directed learning unit per year for students with the use of information technology at S.1-3 curriculum followed by student presentations and assessments</p>	<ul style="list-style-type: none"> ● At least 70% of teachers agree that students can use information technology to learn the unit themselves ● At least 70% of students agree that they have the skills to learn by using the information technology ● At least 70% of students can pass in the assessments 				
<p>1.3 Enhancing the School's English Environment</p>	<p>(1) Strengthening the effectiveness of using English as the MOI in classroom teaching and learning via</p> <ul style="list-style-type: none"> ● nominating teachers to participate relevant courses from external education bodies ● enhancing the collaboration between English Language Panel and S.1 subjects using English as the MOI with the Language-Across-the-Curriculum (LAC) approach ● establishing subject-based strategies to bridge the transition in studies for S.1 and S.4 students 	<ul style="list-style-type: none"> ● Teachers of subjects using English as the MOI are nominated to attend external relevant courses on reception ● At least 70% of S.1 teachers of subjects using English as the MOI agree that the language skills learnt in English Language lessons is useful in learning the content in the EMI subjects ● At least 70% of S.1 students find the Summer English Bridging Programme helpful to face the transition in their studies ● All S.1 and S.4 subjects using English as the MOI have developed and well-stated in subject annual plan/meeting minutes the subject-based strategies to bridge the transition in studies for S.1 and S.4 students ● At least 70% of teachers agree that the subject-based strategies can bridge the transition in studies for S.1 and S.4 students 	<ul style="list-style-type: none"> ● School records ● Programme evaluation ● Subject evaluation meetings ● Teacher evaluation questionnaire ● Student evaluation questionnaire 	<p>Sep 21 – Aug 22</p>	<ul style="list-style-type: none"> ● ACD ● EMI Subject Panels 	

		<ul style="list-style-type: none"> ● At least 70% of S.1 and S.4 students agree that the subject-based strategies are helpful in bridging the transition in their studies 				
	<p>(2) Promoting the reading across the curriculum (RAC) to enhance the English language-rich environment with the collaboration among the school library, English Language Panel and EMI subjects</p> <ul style="list-style-type: none"> ● teaching reading skills at junior levels in English language lessons ● conducting reading activities at the whole-school level by the school library to promote reading of different text structures in different EMI subjects, echoing the learning in English language lessons 	<ul style="list-style-type: none"> ● At least 70% of students at junior levels agree that the reading skills learnt are useful in reading English books ● At least 70% of students agree that they show more interest to reading English books recommended in the library by different subjects 	<ul style="list-style-type: none"> ● Activity evaluation ● Team evaluation meetings ● Student evaluation questionnaire 		<ul style="list-style-type: none"> ● ACD ● EMI Subject Panels 	
	<p>(3) Organizing fun-based English-rich activities to cultivate an English-rich environment as follows:</p> <ul style="list-style-type: none"> ● conducting different schemes/activities to cultivate an English-rich environment ● implementing the school-base curriculum: English-for-Fun at S.1 level ● operating the Self-Access Learning Center to promote learning English by participation 	<ul style="list-style-type: none"> ● More than 70% of teachers and students agree that a more English-rich environment has been fostered ● More than 70% of students show interest and good participation in schemes/activities ● S.1 students give positive feedback and participate well in lessons ● Students give positive feedback and participate well in the activities run by the Self-Access Learning Centre 			<ul style="list-style-type: none"> ● ACD ● English Lang Panel ● EMI Subject Panels 	

(b) Major Concern 2: Empowering students to be their own remarkable – be positive, be committed, be connected

Targets	Strategies/ Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required																
<p>2.1 Being Positive</p> <p>To cultivate in students a set of positive values through the formal curriculum, informal curriculum and Pastoral Care programmes</p>	<p>(1) Foster a shared vision and mission among teachers on What, Why and How of Life Education (LE)</p> <ul style="list-style-type: none"> Identify specific positive values as the Theme of the Year: <table border="1" data-bbox="488 419 913 703"> <thead> <tr> <th></th> <th>Core Theme</th> <th>Form-based Focus</th> </tr> </thead> <tbody> <tr> <td>S1</td> <td rowspan="6">Perseverance (coping stress and building resilience)</td> <td>Responsibility</td> </tr> <tr> <td>S2</td> <td>Care for others</td> </tr> <tr> <td>S3</td> <td>Respect for others</td> </tr> <tr> <td>S4</td> <td>Empathy</td> </tr> <tr> <td>S5</td> <td>Commitment</td> </tr> <tr> <td>S6</td> <td>Integrity</td> </tr> </tbody> </table> Set up a LE working group (LEU) to refine and enrich the existing school-based LE curriculum framework with the integration of a Christian perspective Strengthen teacher capacity for promoting LE through continuous professional development Formulate plan for curriculum integration in life education, values education and religious education Create curriculum time for promoting LE at the school level (CT periods, morning assemblies and mass events as well as OLE, LWL and CCA activities) Make available LE teaching plans and resource packs for class teachers 		Core Theme	Form-based Focus	S1	Perseverance (coping stress and building resilience)	Responsibility	S2	Care for others	S3	Respect for others	S4	Empathy	S5	Commitment	S6	Integrity	<ul style="list-style-type: none"> Over 70% of teachers attend relevant CPD workshops/ courses/ programmes on LE Curriculum inventory is created to identify strength/ gaps and make adjustment accordingly Core theme and form-based focuses are identified with respect to the developmental needs of students Specific set of LE elements under various domains is incorporated into Biblical Studies and L&S curriculum Common lesson time is scheduled for S.1 BK lessons across the whole form to facilitate fellowship activities Morning assemblies and mass events are re-arranged to create ample opportunities for the promotion of LE Regular CT periods are reserved for CTs to promote LE At least 12 LE teaching plan & resources packs are prepared Positive feedback from Year-end questionnaires 	<ul style="list-style-type: none"> Record of teacher trainings Inventory of teaching plans and resources packs Scrutiny of programme plans and teaching materials Reviews at subject/ department evaluation meetings Feedback from CTs in form-coordination meetings Year-end questionnaires 	Sep 21 – Jul 22	<ul style="list-style-type: none"> LEU SPD ACD CMN ROD FCs 	<ul style="list-style-type: none"> EOEBG TRG QEF LWLG LSG
	Core Theme	Form-based Focus																				
S1	Perseverance (coping stress and building resilience)	Responsibility																				
S2		Care for others																				
S3		Respect for others																				
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S5		Commitment																				
S6		Integrity																				

Targets	Strategies/ Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>(2) Adopt a whole school approach where subject panels and executive departments incorporate positive values into their respective curricula and programme plans.</p> <ul style="list-style-type: none"> ● Subject panels identify relevant learning elements and adopt diversified teaching strategies to promote positive values. ● Executive departments organize activities to create authentic learning opportunities for students to demonstrate positive behaviours. ● Facilitate collaboration among subject panels and executive departments. 	<ul style="list-style-type: none"> ● All subject panels incorporate positive values into the curriculum at each level ● All departments under the student support domain organize activities to promote positive values ● Complete a comprehensive matrix to summarize the embedded positive values ● Reviews constantly on the implementation plan and its learning effectiveness ● Positive feedback from Year-end questionnaires 	<ul style="list-style-type: none"> ● Scrutiny of programme plans and teaching materials ● Reviews at subject/ department evaluation meetings ● A matrix summarizing the embedded positive values ● Year-end questionnaires 	Sep 21 – Jul 22	<ul style="list-style-type: none"> ● LEU ● CMN ● GCD ● CPD ● CCA ● DID ● ROD ● SAD ● SSD ● Various Subject Panels 	<ul style="list-style-type: none"> ● EOEBG ● TRG ● QEF ● LWLG ● LSG ● SASG
	<p>(3) Devise school-wide theme-based programmes to provide students opportunities to understand, reflect on, and put into practice the positive values and attitudes. For example:</p> <ul style="list-style-type: none"> ● “My Pledge to Act” – a QEF project for promoting positive values ● “Harmonious School” – an EDB project for S.1 students to build positive relationship with peers ● “自肥企劃” – student making personal pledges with action plans in every term ● “Day by Day” – Christian faith sharing on every Mon morning assembly ● “My Values, my Attitudes” – student sharing on every Wed morning assembly 	<ul style="list-style-type: none"> ● Students demonstrate keen interests in the thematic learning activities ● Over 70% of students agree that the thematic activities can help promote positive values and attitudes ● Over 70% of students make their pledge of commitment to act with positive values ● Over 70% of the respective students agree that the sharing sessions enhance their reflection on the values ● Positive feedback from APASO/ Stakeholder Survey/ Year-end questionnaires 	<ul style="list-style-type: none"> ● Observation of students’ performance ● Students’ reflection and self-evaluation ● Review at evaluation meetings ● Feedback from CTs in form-coordination meetings ● Stakeholder/ APASO Surveys and year-end questionnaires 	Sep 21 – Jul 22	<ul style="list-style-type: none"> ● ACD ● CMN ● GCD ● CPD ● CCA ● DID ● ROD ● SAD ● SSD ● FCs ● All Class Teachers 	<ul style="list-style-type: none"> ● EOEBG ● TRG ● QEF ● LWLG ● LSG

Targets	Strategies/ Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>2.2 Being Committed</p> <p>To sustain and deepen students' sense of commitment with respect to their roles in their personal lives, society and country</p>	<p>(1) Engage students with a well-balanced development of academic pursuit, co-curricular activities and leadership training so as to empower them to be responsible members of the school.</p> <ul style="list-style-type: none"> ● Partnership with professional organizations/ NGOs to run thematic programmes to unleash students' academic and non-academic potential. ● Optimize LHBT to render academic support to students of junior levels ● Reconstruct CCA to cover a broad range of intellectual and cultural interests and activities ● Provide opportunities for students to display their talents, e.g. talent show, public speaking and drama performance ● Set up frameworks for the leadership ladder to develop students' leadership potential and competences ● Mobilize functional groups to provide structured leadership development programmes for student leaders ● Keep up with the peer-mentoring schemes to foster co-working between senior and junior committee members ● Refine and promote the All-round Development Award Scheme ● Set up award scheme to recognize outstanding CCA performance. 	<ul style="list-style-type: none"> ● LHBT is incorporated into the school timetable for junior levels ● A variety of new interest clubs is introduced ● Various platforms are explored for students to display their unique talents ● All functional groups provide leadership training courses to their student leaders ● Over 70% of the respective students agree that the leadership trainings enhance their leadership skills ● Over 70% of the respective students agree that the peer-mentoring schemes facilitate effective team collaboration ● Over 70% of the respective students agree that the thematic programmes unleash their all-round potential ● Number of enrollment to the All-round Development Award Scheme is increased ● New award scheme is set up for recognizing outstanding CCA performance ● Positive feedback from APASO/ Stakeholder Survey/ Year-end questionnaires 	<ul style="list-style-type: none"> ● Observation of students' performance ● Comment from NGOs ● Students' reflection and self-evaluation ● Student leader surveys on leadership trainings and peer mentoring scheme ● Feedback from teachers and students as revealed in the evaluation meetings ● Enrollment and attendance records of CCA ● Participation rate of award schemes ● Stakeholder/ APASO Surveys ● Year-end questionnaires 	<p>Sep 21 – Jul 22</p>	<ul style="list-style-type: none"> ● ACD ● CMN ● GCD ● CPD ● CCA ● DID ● ROD ● SAD ● SSD ● FCs ● All Class Teachers 	<ul style="list-style-type: none"> ● EOEBG ● TRG ● LWLG ● LSG ● SASG

Targets	Strategies/ Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>(2) Formulate developmental programmes in strengthening students' social awareness and their commitment to serving the community.</p> <ul style="list-style-type: none"> ● Organize experiential learning activities to broaden students' perspectives and sharpen their awareness of the needs of the society ● Promote iCare Programme to engage students activity in social services ● Refine award scheme to recognize keen social service participation 	<ul style="list-style-type: none"> ● Students demonstrate keen interests in the experiential learning activities ● Over 70% of the respective students agree that the learning programmes help sharpen their social awareness ● Number of students enrolling the iCare programme is increased ● Positive feedback from APASO/ Stakeholder Survey/ Year-end questionnaires 	<ul style="list-style-type: none"> ● Observation of students' performance ● Students' reflection and self-evaluation ● Enrollment record of Icare programme ● Stakeholder/ APASO Surveys and Year-end questionnaires 	Sep 21 – Jul 22	<ul style="list-style-type: none"> ● ACD ● CMN ● GCD ● CPD ● CCA ● DID ● ROD ● SAD ● OCD ● SSD ● FCs ● All Class Teachers 	<ul style="list-style-type: none"> ● EOEBG ● TRG ● LWLG ● LSG ● SASG
	<p>(3) Implement National Security Education (NSE) to enable students to develop a sense of national identity and be committed to caring and contributing to the country.</p> <ul style="list-style-type: none"> ● Set up a working group to take charge of the planning and coordination work in promoting NSE ● Enhance teachers' professional development on NSE ● Establish the monitoring mechanism for regular review of learning and teaching resources ● Organize learning activities to strengthen students' national identity & their understanding of modern China <ul style="list-style-type: none"> ◇ Sister Schools Programme ◇ Exchange Programmes ◇ Service programmes in China ◇ Sharing after Flag-hoisting Ceremony 	<ul style="list-style-type: none"> ● A NSE working group is formed to enhance curriculum coordination and planning at school level ● Over 50% of teachers attend relevant CPD workshops/ courses/ programmes on NSE ● All teachers implement the NSE in accordance with the updated curriculum documents/ guidelines issued by the EDB ● All teachers archive their work plans, selected or self-compiled teaching materials, test and examination papers ● Student actively take part in the activities and show concern for the motherland ● Positive feedback from Year-end questionnaires 	<ul style="list-style-type: none"> ● Scrutiny of programme plans and teaching materials ● Reviews at subject/ department evaluation meetings ● Observation of students' performance ● Students' reflection and self-evaluation ● Year-end questionnaires 	Sep 21 – Jul 22	<ul style="list-style-type: none"> ● NSE ● SPD ● ACD ● CMN ● GCD ● DID ● OCD ● HSC ● FCs ● Various Subject Panels ● All Subject Teachers ● All Class Teachers 	<ul style="list-style-type: none"> ● EOEBG ● TRG ● LWLG ● LSG ● SASG

Targets	Strategies/ Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>2.3 Being Connected</p> <p>To promote positive school connectedness at the individual, classroom and school level to sustain a caring school climate</p>	<p>(1) Promote a wide array of class-based, inter-class, inter-house along with student-led activities to build up class spirit, peer bonding and student-teacher rapport.</p> <ul style="list-style-type: none"> ● Extend Super Class Scheme to cover a wide range of activities and competitions ● Class-based activities, e.g. <ul style="list-style-type: none"> ◇ Study Group, Christmas Party ◇ Student-led activities with PIE process run by class union ● Inter-class competition, e.g. <ul style="list-style-type: none"> ◇ Bulletin Board Design ◇ Discipline Campaign ◇ Super Class Scheme ● Inter-house competition, e.g. <ul style="list-style-type: none"> ◇ Singing Contest ◇ Sport Competition ◇ Quiz Contest 	<ul style="list-style-type: none"> ● Super Class Scheme is extended to cover a wide range of activities and competitions under the four specific domains ● At least 2 class-based student-led activities are initiated by the class unions ● Students show active participation, team spirit and collaboration in activities ● Over 70% of students agree that the activities promote positive peer relationships ● Over 70% of teachers agree that student-teacher relationship are strengthened ● Positive feedback from APASO/ Stakeholder Survey/ Year-end questionnaires 	<ul style="list-style-type: none"> ● Observation of students' performance ● Students' reflection and self-evaluation ● Review at evaluation meetings ● Feedback from CTs in form-coordination meetings ● Record of class-based student-led activities ● Stakeholder/ APASO Surveys and year-end questionnaires 	Sep 21 – Jul 22	<ul style="list-style-type: none"> ● CMN ● GCD ● CPD ● CCA ● DID ● ROD ● SAD ● FCs ● All Class Teachers 	<ul style="list-style-type: none"> ● EOEBG ● TRG ● LWLG ● LSG ● SASG
	<p>(2) Establish sustainable school, family, church and community partnerships to provide students with diversified learning opportunities and a wider social exposure.</p> <ul style="list-style-type: none"> ● Church-school collaboration <ul style="list-style-type: none"> ◇ Co-working for BK teaching ◇ Fellowship and cell groups ◇ Gospel Week ● Home-school cooperation <ul style="list-style-type: none"> ◇ Parental talks and workshops ◇ Volunteer work at school 	<ul style="list-style-type: none"> ● Smooth implementation of various partnership programmes ● Students demonstrate keen interests in joining the learning activities ● Active participation of alumni and parents is observed ● Different modes of parental participation are formulated 	<ul style="list-style-type: none"> ● Observation of students' performance ● Students' reflection and self-evaluation ● Review at evaluation meetings ● Comment from 	Sep 21 – Jul 22	<ul style="list-style-type: none"> ● HSC ● CSC ● ROD ● CPD ● CCA ● AA 	<ul style="list-style-type: none"> ● EOEBG ● TRG ● LWLG ● LSG ● SASG

Targets	Strategies/ Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> ◇ Happy Monday, PTA Fun Day ● Alumni networking <ul style="list-style-type: none"> ◇ Career Kaleidoscope ◇ Alumni Mentoring Scheme ◇ Workplace visits, Job shadowing ● Community Support <ul style="list-style-type: none"> ◇ Support from professional associations, e.g. HKPASEA ◇ Business-School Partnership ◇ University Partnership 	<ul style="list-style-type: none"> ● Parent-child elements are added to various major school events ● Over 70% of the respective students agree that their social exposure are widen with the partnership programmes ● Positive feedback from APASO/ Stakeholder Survey/ Year-end questionnaires 	<ul style="list-style-type: none"> working partners ● Feedback from CTs in form-coordination meetings ● Stakeholder/ APASO Surveys and year-end questionnaires 			
	<p>(3) Maximize the use of campus space to facilitate various kinds of co-working or get-together activities to build collaborative and inclusive communities for learning and belonging.</p> <ul style="list-style-type: none"> ● Applying QEF for “Day-STREAMING” project to create co-learning spaces in the second hall and G/F corridor. ● Applying QEF for renovating G04 to build a self-directed learning hub ● Refurbish G08 for use as a venue for mindfulness and reflection activities. ● Set up Religious Education Resources Centres in Rm 416 and Rm 417. ● Fully utilize the pocket space in school campus (e.g. TV wall and Grace Oasis) as a means for nurturing students’ sense of community. 	<ul style="list-style-type: none"> ● Successful applications of QEF are made to finance the renovation work to create co-learning spaces and a self-direct learning hub to support student learning ● Refurbishment works of G08, Rm 416 and Rm 417 are completed within schedule ● Various kind of co-working and get-together activities are held across the year in the newly renovated venues ● Positive feedback from APASO/ Stakeholder Survey/ Year-end questionnaires 	<ul style="list-style-type: none"> ● Schedule of work for the QEF projects ● Review at evaluation meetings ● Feedback from teachers and students on the uses of renovated venues ● Stakeholder/ APASO Surveys and year-end questionnaires 	Sep 21 – Jul 22	<ul style="list-style-type: none"> ● LEU ● GAD ● ROD ● ITC 	<ul style="list-style-type: none"> ● EOEBG ● LWLG ● CFG ● QEF

(c) Major Concern 3: Improving administrative work efficiency and building up Professional Learning Community

Targets	Strategies/ Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.1 Optimizing school administrative structure to develop teachers' potential	<ol style="list-style-type: none"> (1) Re-structuring of the school administrative framework aims to raise quality and standards across the entire school. (2) Promotion of "Whole School Approach" to improve the sense of belongings among teachers 	<ul style="list-style-type: none"> ● At least 70% of teachers agree that the efficiency of administrative work is improved ● At least 70% of teachers agree that the sense of belong among teachers is enhanced 	<ul style="list-style-type: none"> ● Meetings ● Administrative procedures ● Year-end teachers' survey and observation ● Feedback from teachers 	Whole year	<ul style="list-style-type: none"> ● Principal, ● Vice Principals ● Assistant Principals ● Panel Heads ● Department Heads ● All Teaching Staff ● 	Teacher Assistants Admin. Officers
3.2 Improving school facilities to increase learning and teaching capacity	<ol style="list-style-type: none"> (1) Renovating of staff room (2) Upgrading classroom infra-red microphone and computer for better learning and teaching (3) Installing flat TV/ (interactive board) to increase T-T, T-P and P-P interaction 	<ul style="list-style-type: none"> ● At least 70% of teachers and students agree that the renovation works and newly installed facilities benefit T&L 	<ul style="list-style-type: none"> ● Questionnaires ● APASO ● Subject reports ● Feedback from students 	Whole year	<ul style="list-style-type: none"> ● Principal, ● Vice Principals ● Assistant Principals ● Panel Heads ● Department Heads ● All Teaching Staff 	EOEBG QEF SCHOOL FUND
3.3 Professional development and interflow within school	<ol style="list-style-type: none"> (1) Establish open-classroom culture focusing on teachers' strategies and students' learning <ul style="list-style-type: none"> ● Enhancing the effectiveness of class visits with pre-lesson meeting, class and post- lesson meeting. ● Panel head appraisal class visits ● Subject teachers developmental class visits (inter and intra - disciplinary visits) ● Post-lesson meetings after open classroom ● At least 3 subject departments in each term, and all new teachers go through the new class visit practice 	At least 70% of teachers agree that the open-classroom culture benefits T&L and Teaching professionalism.	<ul style="list-style-type: none"> ● Questionnaires ● APASO ● Subject reports ● Subject Panel meeting minutes ● Feedback from subject teachers 	Sep 21 – Jun 22	<ul style="list-style-type: none"> ● Principal ● Vice Principals ● Assistant Principals ● Panel Heads ● Department Heads ● All Teaching Staff 	Teacher assistants Admin. Officers

Targets	Strategies/ Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>2021-2022</p> <ul style="list-style-type: none"> ● Open-classroom for Senior Form LS, Electives subjects and junior Cultural subjects ● All Panel head will arrange appraisal class visits ● Subject teachers developmental class visits (inter-disciplinary visit) <p>2022-2023</p> <ul style="list-style-type: none"> ● Open-classroom for all level ● Panel head will arrange appraisal class visits ● Subject teachers developmental class visits (intra-disciplinary visit) <p>2023-2024</p> <ul style="list-style-type: none"> ● Open-classroom for all level ● Panel head appraisal class visits ● Subject teachers developmental class visits (inter and intra-disciplinary visit) 					