



Christian Alliance Cheng Wing Gee College
Annual Plan 2022-23
Theme: Arise, Shine!

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
1.1 Enhancing the effectiveness of classroom teaching	1.1.1 Organizing schoolwide in-house professional development programmes for enhancing teaching effectiveness	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 ● Subject Evaluation Meetings 	Sep 22 – Aug 23	Staff Professional Development Team Various Subject Panels	
	1.1.2 Establishing an interflow culture via professional sharing within individual subjects and peer observations	Professional sharing is arranged in each subject meeting At least 2 peer observations are conducted for each teacher annually At least 70% of teachers agree that the professional sharing within individual subjects and peer observations can establish an interflow culture				
	1.1.3 Developing effective subject-based classroom teaching pedagogies via	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"> ● 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"> ● Subject evaluation meetings ● Lesson observation records 	Sep 22 – Jun 23	Curriculum Development Team Various Subject Panels	
	1.1.4 Operating pull out subject-based programmes for high achievers and less able students to cater for learning diversities	At least 70% of participants show improvement in their assessments after the programmes At least 70% of participants find the programmes useful to their studies	<ul style="list-style-type: none"> ● Assessment records of participants ● Student evaluation questionnaire 	Sep 22 – Jun 23	Various Subject Panels	Financial Support

1.2 Equipping students with skills/habits/attitude for effective learning	1.2.1	<p>Enforcing subject-based strategic plans to establish students with good learning skills/habits via</p> <ul style="list-style-type: none"> ● pre-lesson preparation ● note-taking in lessons ● active lesson participation with enhanced teacher-student and student-student interactions 	<p>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</p> <p>Established learning skills/habits can be observed in lesson observations and exercise book inspections</p>	<ul style="list-style-type: none"> ● Subject evaluation meetings ● Lesson observation records ● Exercise book inspection records 	Sep 22 – Jun 23	Curriculum Development Team Various Subject Panels	
	1.2.2	<p>Organizing form-based programmes to equip students with good learning skills/habits/attitude for life-long learning</p> <p>S.1&2: Note-taking Skills (APT) S.2&3: Career and Life Planning (CPD) S.4&5: Learning Persistence (GCD) S.5&6: Habits and Skills in Public Exam (APT&GCD) Career and Life Planning (CPD)</p>	<p>At least 70% of students agree that the programmes can help them establish good learning skills/habits/attitude for lifelong learning</p>	<ul style="list-style-type: none"> ● Programme evaluation ● Teacher evaluation questionnaire ● Student evaluation questionnaire 	Sep 22 – Jun 23	Academic Pursuit Team (APT) CPD GCD	Financial Support
	1.2.3	<p>Promoting active classroom learning by strengthening subject-based e-learning strategies</p>	<p>All subjects have developed and well-stated in subject annual plan/meeting minutes the subject-based e-learning strategies to promote active classroom learning</p> <p>At least 70% of teachers agree that the subject-based e-learning strategies can promote active classroom learning among students</p> <p>At least 70% of students agree that e-learning strategies in subjects can facilitate them to learn actively</p>	<ul style="list-style-type: none"> ● Subject evaluation meetings ● Lesson observation records ● Student Questionnaire ● Student Assessment Performance 	Sep 22 – Jun 23	ITC Curriculum Development Team Various Subject Panels	
	1.2.4	<p>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>	<p>At least 70% of teachers agree that students can use information technology to learn the unit themselves</p>				

		<p>At least 70% of students agree that they have the skills to learn by using the information technology</p> <p>At least 70% of students can pass in the assessments</p>				
1.3 Enhancing the School's English Environment	<p>1.3.1 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 	<p>Teachers of subjects using English as the MOI are nominated to attend external relevant courses on reception</p> <p>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</p> <p>At least 70% of S.1 students find the Summer English Bridging Programme helpful to face the transition in their studies</p> <p>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</p> <p>At least 70% of teachers agree that the subject-based strategies can bridge the transition in studies for S.1 and S.4 students</p> <p>At least 70% of S.1 & S.4 students agree that the subject-based strategies are helpful in bridging the transition in their studies</p>	<ul style="list-style-type: none"> ● School records ● Programme evaluation ● Subject evaluation meetings ● Teacher evaluation questionnaire ● Student evaluation questionnaire 	Sep 22 – Aug 23	English Across Curriculum Team Curriculum Development Team EMI Subject Panels	

	<p>1.3.2 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 	<p>At least 70% of students at junior levels agree that the reading skills learnt are useful in reading English books</p> <p>At least 70% of students agree that they show more interest to reading English books recommended in the library by different subjects</p>	<ul style="list-style-type: none"> ● Activity evaluation ● Team evaluation meetings ● Student evaluation questionnaire 	<p>Sep 22 – Aug 23</p>	<p>Library English Lang Panel EMI Subject Panels</p>	
	<p>1.3.3 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 	<p>More than 70% of teachers and students agree that a more English-rich environment has been fostered</p> <p>More than 70% of students show interest and good participation in schemes/activities</p> <p>S.1 students give positive feedback and participate well in lessons</p> <p>Students give positive feedback and participate well in the activities run by the Self-Access Learning Centre</p>	<ul style="list-style-type: none"> ● Activity evaluation ● Team evaluation meetings ● Student evaluation questionnaire 	<p>Sep 22 – Aug 23</p>	<p>English Environment Team English Lang Panel EMI Subject Panel</p>	

(II) 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
2.1 Being Positive	2.1.1 Foster a shared vision and mission among teachers on What, Why and How of Life Education (LE)					
To cultivate in students a set of positive values through the formal curriculum, informal curriculum and Pastoral Care programmes	a. Strengthen teacher capacity for promoting LE through continuous professional development	<ul style="list-style-type: none"> Over 70% of teachers attend relevant CPD workshops/ courses/ programmes on LE 	<ul style="list-style-type: none"> Record of teacher trainings 	Sept 2022 – July 2023	SPD	-
	b. Refine and enrich the existing school-based LE curriculum framework with the integration of a Christian perspective	<ul style="list-style-type: none"> Curriculum inventory is created to identify strength/ gaps and make adjustment accordingly 	<ul style="list-style-type: none"> Scrutiny of LE curriculum inventory 	Sept 2022 – Dec 2022	LEU	-
	c. Identify specific positive values as the Theme of the Year	<ul style="list-style-type: none"> Core theme and form-based focuses are identified with respect to the developmental needs of students 	<ul style="list-style-type: none"> Review at evaluation meetings 	Sept 2022 – Dec 2022	LEU	-
	d. Formulate plan for curriculum integration in life education, values education and religious education	<ul style="list-style-type: none"> Specific set of LE elements under various domains is incorporated into Biblical Studies and L&S curriculum 	<ul style="list-style-type: none"> Scrutiny of LE curriculum inventory Review at evaluation meetings 	Sept 2022 – Dec 2022	LEU CMN ROD ACD	-
	e. Create curriculum time for promoting LE at the school level (regular CT periods, morning assemblies and hall assemblies as well as OLE, LWL and CCA activities)	<ul style="list-style-type: none"> Common lesson time is scheduled for S.1 Bible lessons across the whole form to facilitate fellowship activities Morning assemblies and hall assemblies are re-arranged to create ample opportunities for the promotion of LE Regular CT periods are reserved for CTs to promote LE 	<ul style="list-style-type: none"> Feedback of CTs in Form coordination meetings 	Sept 2022 – July 2023	LEU CMN ROD FC	-
	f. Make available LE teaching plans and resource packs for class teachers	<ul style="list-style-type: none"> At least 24 LE teaching plan & resources packs are prepared 	<ul style="list-style-type: none"> Scrutiny of teaching material 	Sept 2022 – July 2023	LEU	-

2.1.2 Adopt a whole school approach where subject panels and executive departments incorporate positive values into their respective curricula and programme plans.						
a. Subject panels identify relevant learning elements and adopt diversified teaching strategies to promote positive values.	<ul style="list-style-type: none"> All subject panels incorporate positive values into the curriculum at each level 	<ul style="list-style-type: none"> Scrutiny of LE curriculum inventory Review at evaluation meetings 	Sept 2022 – July 2023	All subject panels	EOEBG LWLG SASG LSG	
b. Executive departments organize activities to create authentic learning opportunities for students to demonstrate positive behaviours.	<ul style="list-style-type: none"> All departments under the student support domain organize activities to promote positive values 	<ul style="list-style-type: none"> Scrutiny of LE curriculum inventory Review at evaluation meetings 	Sept 2022 – July 2023	All departments under student support domain	EOEBG LWLG SASG LSG	
c. Facilitate collaboration among subject panels and executive departments.	<ul style="list-style-type: none"> Reviews constantly on the implementation plan and its learning effectiveness 	<ul style="list-style-type: none"> Scrutiny of LE curriculum inventory Review at evaluation meetings 	Sept 2022 – July 2023	LEU Student Support Coordination Committee	EOEBG LWLG SASG LSG	
2.1.3 Devise school-wide theme-based programmes to provide students opportunities to understand, reflect on, and put into practice the positive values and attitudes.						
a. “Healthy School Programme” – a government funded scheme for developing students’ healthy habits	<ul style="list-style-type: none"> Over 70% of students agree that the thematic activities can help promote healthy habits, positive values & attitudes 	<ul style="list-style-type: none"> Students’ reflection Questionnaires Review at evaluation meetings 	Sept 2022 – July 2023	CMN	Fund from Security Bureau	
b. “My Pledge to Act” – a QEF project for promoting positive values	<ul style="list-style-type: none"> Over 70% of students make their pledge of commitment to act with positive values 	<ul style="list-style-type: none"> Students’ reflection Questionnaires Review at evaluation meetings 	Sept 2022 – July 2023	GCD	QEF	
c. “自肥企劃 2.0” – student making personal pledges with action plans in every term	<ul style="list-style-type: none"> Over 70% of the respective students agree that the activities can help promote positive values & attitudes 	<ul style="list-style-type: none"> Students’ reflection Questionnaires Reviews at evaluation meetings 	Sept 2022 – July 2023	CMN LEU	LWLG SASG	
d. “Day by Day” – Christian faith sharing on every Mon morning assembly	<ul style="list-style-type: none"> Over 70% of the respective students agree that the sharing sessions enhance their reflection on the values 	<ul style="list-style-type: none"> Students’ reflection Questionnaires Reviews at evaluation meetings 	Sept 2022 – July 2023	ROD	-	
e. “My Values, my Attitudes” – student sharing on every Wed morning assembly	<ul style="list-style-type: none"> Over 70% of the respective students agree that the sharing sessions enhance their reflection on the values 	<ul style="list-style-type: none"> Students’ reflection Questionnaires Reviews at evaluation meetings 	Sept 2022 – July 2023	CMN	-	

2.2 Being Committed To sustain and deepen students' sense of commitment with respect to their roles in their personal lives, society and country	2.2.1 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					
	a. Partnership with NGOs to run workshops and training course to unleash students' academic and non-academic potential	<ul style="list-style-type: none"> Over 70% of the respective students agree that the NGOs' workshops are helpful 	<ul style="list-style-type: none"> Questionnaires Reviews at evaluation meetings 	Sept 2022 – July 2023	ACD CCA SSD	LWLG SASG LSG
	b. Enrich students' learning experiences with a wide spectrum of CCA engagement to cater for their intellectual, sports and cultural interests	<ul style="list-style-type: none"> A variety of new interest clubs is introduced Students demonstrate keen interests in CCA participation 	<ul style="list-style-type: none"> Questionnaires Enrollment and attendance records of CCA 	Sept 2022 – July 2023	CCA	EOEBG LWLG SASG
	c. Provide opportunities for students to display their talents, e.g. talent show, public speaking and drama performance	<ul style="list-style-type: none"> Various platforms are explored for students to display their unique talents 	<ul style="list-style-type: none"> Students' reflection Questionnaires Reviews at evaluation meetings 	Sept 2022 – July 2023	ACD CCA FC All CTs	EOEBG LWLG SASG
	d. Mobilize various functional groups to provide thematic leadership training programmes for student leaders	<ul style="list-style-type: none"> All functional groups provide thematic leadership training to their student leaders Over 70% of the respective students agree that the training courses help unleash their leadership potential 	<ul style="list-style-type: none"> Students' reflection Questionnaires Reviews at evaluation meetings 	Sept 2022 – Aug 2023	CMN GCD CPD CCA DID ROD	EOEBG LWLG SASG
	e. Set up frameworks for the leadership ladder to develop students' leadership potential and competences	<ul style="list-style-type: none"> Provide opportunities for junior form students to serve as leaders/ committee members 	<ul style="list-style-type: none"> Students' reflection Questionnaires Reviews at evaluation meetings 	Sept 2022 – July 2023	CCA	-
	f. Keep up with the peer-mentoring scheme to foster co-working between senior and junior committee members	<ul style="list-style-type: none"> Over 70% of the respective students agree that the peer-mentoring scheme facilitate effective collaboration among committee members 	<ul style="list-style-type: none"> Students' reflection Questionnaires Reviews at evaluation meetings 	Sept 2022 – July 2023	CCA All service groups	-
	g. Refine and promote the All-round Development Award Scheme	<ul style="list-style-type: none"> Number of enrollment to the All-round Development Award Scheme is increased 	<ul style="list-style-type: none"> Participation rate of the award scheme 	Sept 2022 – July 2023	SAD	EOEBG LWLG SASG
	h. Promote the Competent Leader Award Scheme to recognize outstanding CCA performance.	<ul style="list-style-type: none"> Number of enrollment to the Competent Leader Award Scheme is increased 	<ul style="list-style-type: none"> Participation rate of the award scheme 	Sept 2022 – July 2023	CCA	EOEBG LWLG SASG

2.2.2 Formulate developmental programmes in strengthening students' social awareness and their commitment to serving the community						
a. Organize experiential learning activities to broaden students' perspectives and sharpen their awareness of the needs of the society	<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 	<ul style="list-style-type: none"> ● Students' reflection ● Questionnaires ● Reviews at evaluation meetings 	Sept 2022 – July 2023	All subject panels All departments under student support domain All CTs	EOEBG LWLG SASG	
b. Promote iCare Programme to engage students activity in social services	<ul style="list-style-type: none"> ● Number of students enrolling the iCare programme is increased 	<ul style="list-style-type: none"> ● Enrollment record of Icare programme 	Sept 2022 – July 2023	Community Exposure Committee	EOEBG LWLG SASG	
c. Refine award scheme to recognize keen social service participation	<ul style="list-style-type: none"> ● Award scheme is set up for recognizing outstanding social service participation 	<ul style="list-style-type: none"> ● Participation rate of the award scheme 	Sept 2022 – July 2023	Community Exposure Committee	EOEBG LWLG SASG	
2.2.3 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.						
a. Set up a working group to take charge of the planning and coordination work in promoting NSE	<ul style="list-style-type: none"> ● A NSE working group is formed to enhance curriculum coordination and planning at school level 	<ul style="list-style-type: none"> ● Scrutiny of NSE annual plan 	Sept 2022 – July 2023	NSE	-	
b. Enhance teachers' professional development on NSE	<ul style="list-style-type: none"> ● Over 50% of teachers attend relevant CPD workshops/ courses/ programmes on NSE 	<ul style="list-style-type: none"> ● Record of teacher trainings 	Sept 2022 – July 2023	SPD	-	
c. Establish the monitoring mechanism for regular review of learning and teaching resources	<ul style="list-style-type: none"> ● All teachers archive their work plans, selected or self-compiled teaching materials, question papers for tests and examinations 	<ul style="list-style-type: none"> ● School server record ● Questionnaires ● Reviews at evaluation meetings 	Sept 2022 – July 2023	NSE All teachers	-	
d. Organize learning activities to strengthen students' national identity & their understanding of modern China <ul style="list-style-type: none"> ◇ Mainland Study Tours for senior forms ◇ Sister Schools Programme ◇ Exchange/ Service programmes ◇ Sharing after Flag-hoisting Ceremony 	<ul style="list-style-type: none"> ● Student actively take part in the activities and show concern for the motherland 	<ul style="list-style-type: none"> ● Students' reflection ● Questionnaires ● Reviews at evaluation meetings 	Sept 2022 – July 2023	ACD CMN FC All CTs Sister-school Team	Sister School Grant Mainland Study Tour Grant	

2.3 Being Connected To promote positive school connectedness at the individual, classroom and school level to sustain a caring school climate	2.3.1 Conduct an array of class-based, inter-class, inter-house along with student-led activities to build up class spirit, peer bonding and student-teacher rapport.					
	a. Extend Super Class Scheme to cover a wide range of activities and competitions	<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 	<ul style="list-style-type: none"> ● Record of activities under Super Class Scheme 	Sept 2022 – July 2023	SAD	EOEBG LWLG SASG
	b. Class-based activities, e.g. <ul style="list-style-type: none"> ◇ All Good Day ◇ Study Group ◇ Christmas Party ◇ Student-led activities with PIE process run by class union 	<ul style="list-style-type: none"> ● At least 2 class-based student-led activities are initiated by the class unions ● Students show active participation, team spirit and collaboration in activities 	<ul style="list-style-type: none"> ● Students' reflection ● Questionnaires ● Reviews at evaluation meetings 	Sept 2022 – July 2023	FC All CTs	EOEBG LWLG SASG
	c. Inter-class competition, e.g. <ul style="list-style-type: none"> ◇ Bulletin Board Design ◇ Discipline Campaign ◇ Super Class Scheme 	<ul style="list-style-type: none"> ● Over 70% of students agree that the activities promote positive peer relationships ● Over 70% of teachers agree that student-teacher relationship are strengthened 	<ul style="list-style-type: none"> ● Students' reflection ● Questionnaires ● Reviews at evaluation meetings 	Sept 2022 – July 2023	All departments under student support domain	EOEBG LWLG SASG
	d. Inter-house competition, e.g. <ul style="list-style-type: none"> ◇ Singing Contest ◇ Sport Competition ◇ Quiz Contest 	<ul style="list-style-type: none"> ● Over 70% of students agree that the activities promote positive peer relationships ● Over 70% of teachers agree that student-teacher relationship are strengthened 	<ul style="list-style-type: none"> ● Students' reflection ● Questionnaires ● Reviews at evaluation meetings 	Sept 2022 – July 2023	All departments under student support domain	EOEBG LWLG SASG
	2.3.2 Establish sustainable school, family, church and community partnerships to provide students with diversified learning opportunities and a wider social exposure					
	a. Church-school collaboration <ul style="list-style-type: none"> ◇ Co-work for BK teaching ◇ Fellowship and cell groups ◇ Gospel Week 	<ul style="list-style-type: none"> ● Students demonstrate keen interests in joining the learning activities ● Over 70% of the respective students agree that their social exposure are widen with the partnership programmes 	<ul style="list-style-type: none"> ● Students' reflection ● Questionnaires ● Reviews at evaluation meetings 	Sept 2022 – July 2023	ROD Church School Cooperation Committee	EOEBG LWLG SASG
	b. Home-school cooperation <ul style="list-style-type: none"> ◇ Parental talks/ workshops 	<ul style="list-style-type: none"> ● Different modes of parental participation are formulated 	<ul style="list-style-type: none"> ● Students' reflection ● Questionnaires 	Sept 2022 – July 2023	PTA Home School	EOEBG LWLG

	<ul style="list-style-type: none"> ◇ Volunteer work at school ◇ PTA Fun Day 	<ul style="list-style-type: none"> ● Over 70% of the respective students agree that their social exposure are widen with the partnership programmes 	<ul style="list-style-type: none"> ● Reviews at evaluation meetings 		Cooperation Committee	SASG
	<p>c. Alumni networking</p> <ul style="list-style-type: none"> ◇ Career Kaleidoscope ◇ Alumni Mentoring Scheme ◇ Job shadowing 	<ul style="list-style-type: none"> ● Active participation of alumni is observed ● Over 70% of the respective students agree that their social exposure are widen with the partnership programmes 	<ul style="list-style-type: none"> ● Students' reflection ● Questionnaires ● Reviews at evaluation meetings 	Sept 2022 – July 2023	Alumni Association	EOEBG LWLG SASG
	<p>d. Community Support</p> <ul style="list-style-type: none"> ◇ Support from professional associations, e.g. HKPASEA ◇ Business-School Partnership University Partnership 	<ul style="list-style-type: none"> ● Students demonstrate keen interests in joining the learning activities ● Over 70% of the respective students agree that their social exposure are widen with the partnership programmes 	<ul style="list-style-type: none"> ● Students' reflection ● Questionnaires ● Reviews at evaluation meetings 	Sept 2022 – July 2023	CPD	EOEBG LWLG SASG
2.3.3 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.						
	a. Follow up the QEF funded "Day-STREAMING" project to create co-learning spaces in the ground floor and several special rooms	<ul style="list-style-type: none"> ● Smooth implementation of QEF project 	<ul style="list-style-type: none"> ● Schedule of work for the QEF projects 	Sept 2022 – July 2023	ICT	QEF
	b. Applying QEF for renovating G04 to build a self-directed learning hub	<ul style="list-style-type: none"> ● Successful applications of QEF are made to finance the renovation work 	<ul style="list-style-type: none"> ● QEF application result and funding approved 	Sept 2022 – July 2023	GAD	QEF
	c. Make use of the newly renovation venue (e.g. Graceful Heart Centre) to promote positive mental health	<ul style="list-style-type: none"> ● Various relaxing/ de-stress/ mindfulness activities are held across the year 	<ul style="list-style-type: none"> ● Questionnaires ● Reviews at evaluation meetings 	Sept 2022 – July 2023	GCD ROD SSD FC	-
	d. Fully utilize the pocket space in school campus as a means for nurturing students' sense of community	<ul style="list-style-type: none"> ● More pocket space in school campus are renovated ● Various get-together activities held across the year 	<ul style="list-style-type: none"> ● Questionnaires ● Reviews at evaluation meetings 	Sept 2022 – July 2023	GAD Student Support Coordination Committee	EOEBG

(III) 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	3.1.1 Re-structuring of the school administrative framework aims to raise quality and standards across the entire school. 3.1.2 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	3.2.1 Renovating of staff room 3.2.2 Upgrading classroom infra-red microphone and computer for better learning and teaching 3.2.3 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	3.3.1 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 	<ul style="list-style-type: none"> 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 21	<ul style="list-style-type: none"> Principal Vice Principals Assistant Principals Panel Heads Department Heads All Teaching Staff 	Teacher assistants Admin. Officers

	<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) 					
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