



# **TWGHs Chen Zao Men College**

## **School Development Plan**

**2024/25 - 2026/27**

September 2024

# TWGHs Chen Zao Men College

## 東華三院陳兆民中學

### 1. School Vision and Mission

#### I. Mission Statements of all TWGHs Schools

The mission of the Tung Wah Group of Hospitals in education is to provide comprehensive and multifarious services to children and young people to enable them to exert their full potentialities and eventually, to serve the community.

We are committed to achieving an all-round development in our young generation through the provision of a congenial learning environment. It is hoped that our young people will be equipped with the necessary skills and knowledge and be given the opportunity to cultivate an independent mind in order that they will become good citizens with a willing commitment to worthy causes and a genuine concern for social affairs.

We firmly believe in the school motto: 'Diligence, Frugality, Loyalty & Faithfulness' as the guiding principle in the moral and intellectual development of our children and young people. We strive to promote proper values and a positive outlook on life and encourage them to lead a full and meaningful life.

#### 東華三院辦學宗旨

東華三院一貫的辦學精神乃為社會提供完善及多元化的教育服務，作育英才，使兒童及青少年成長後能盡展所長，回饋社會。

為本港兒童及青少年進行「全人教育」，提供一個優良的學習環境，使能發揮潛能，日後成為具備知識技能、有獨立思考能力、勇於承擔責任和關注社會事務的良好公民。

培育兒童及青少年有正確的價值觀和積極的人生觀，並以校訓「勤儉忠信」為進德修業的依歸，勉勵他們拓展豐盛而有意義的人生。

#### II. Our School Value Statements:

1. Our school can provide an effective and happy learning and working environment.
2. Staff, students and parents can show mutual respect and love for each other, be frank and fair to each other and show active participation.
3. Every student has his/her specific strengths and can learn on his/her own.
4. Every student has a good character and can show civic responsibilities.
5. All staff will enhance their professional standard continuously.

#### 本校的價值信念：

1. 學校能夠提供一個高效能及愉快的學習及工作環境。
2. 教職員、學生及家長均抱著互重互愛、坦誠公正及主動參與的態度。
3. 每個學生都具有獨特的專長及自學能力。
4. 每個學生都具有良好的品格並奉行應有的公民責任。
5. 全體教職員均會不斷提升自己的專業水準。

## 2. School Goals

### School Mission Statements:

TWGHs Chen Zao Men College is an effective school that provides high quality and professional educational services as well as a happy learning environment for the students. We value the good partnership among staff, students and parents, and we emphasise on the individual development of our students. We aim to develop our students into good citizens who are independent and self-enhancing.

### 本校的宗旨：

東華三院陳兆民中學是一所高效能的學校，為學生提供高質素的專業教育服務及愉快的學習環境。我們重視教職員、學生及家長間的良好夥伴關係，更重視學生的個人發展。我們要培養學生成為獨立自主及積極求進的良好公民。

## 3. School Motto

勤	Diligence
儉	Frugality
忠	Loyalty
信	Faithfulness

### **C.O.R.E. Culture (兆民心)**

We	Care	對人關心，對事關注，推己及人
We are	Open-minded	開明開通，胸襟廣闊，放眼世界
We	Respect each other	尊重自己，尊重他人，易地而處
We	Endeavour	全心全意，盡己所能，悉力以赴

## 4. Holistic Review of School Performance

### a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
<p><b>Major Concern 1:</b> Continue to promote e-Learning and strengthen STEM education 持續推動電子學習，加強STEM教育</p> <p><b>Target(s):</b></p> <ul style="list-style-type: none"> <li>• Students are good at making use of e-Learning platforms in their study</li> <li>• Teachers can use different Apps for students' learning inside and outside classroom.</li> <li>• Student are interested in reading, self-learning and self-assessment</li> <li>• Students can make use of STEM Innovation Lab for making models and do experiments.</li> <li>• Students can learn through inter-disciplinary approach by strengthening STEAM education</li> <li>• Students have higher expectation on their performance</li> </ul>	<p><b>Fully achieved</b></p> <ul style="list-style-type: none"> <li>• e-Learning Committee carried out whole-school approach e-Learning policy. Students and teachers began to use different Apps for teaching and learning. Additionally, students were getting familiar with taking notes by using Goodnotes 5. Students were taught to use AI to promote self-regulated learning, such as by writing commands asking the AI to explain difficult concepts in different subjects accurately.</li> <li>• Under the policy of BYOD, nearly 100% students had their own iPad for classroom learning. With the aid of LMS, such as Google Classroom and Goodnotes Classroom, students were able to enhance their motivation in self-directed learning.</li> <li>• For STEAM education, more and more students were participating in STEAM activities, competitions, and project learning. New format of S.2 project learning arrangement let students choose what they were interested and also their guiding teachers. Students who are interested in STEAM participate in various open competitions and events. Their confidence and self-esteem are reinforced as a result.</li> </ul>	<p><b>Incorporated as routine work</b> <b>The direction will shift to enhance student's self-confidence in learning:</b></p> <ul style="list-style-type: none"> <li>• All KLAs will continue to prepare self-learning materials, self-assessment and self-reflection paper for students on Google Classroom. Teachers can be more proactive in conducting interactive e-Learning courses to improve teaching and learning effectiveness so as to raise students' confidence in learning.</li> <li>• Keep using note-taking Apps, i.e. Goodnotes 6 and Goodnotes Classroom for students to take note easily, and manage their learning effectively with autonomy in order to train up students' confidence on self-directed learning.</li> <li>• Fully carrying out BYOD policy. Keep improving and updating the equipment in classrooms and special rooms for e-Learning</li> <li>• However, e-Learning may take up a long period of time and this may slow down the teaching progress. Monitoring the implementation of using iPad for lesson learning is quite a challenge. e-Learning Committee and Discipline Committee will ensure that students use electronic devices for learning purposes with self-discipline.</li> </ul>	

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
<ul style="list-style-type: none"> <li>Students can be life-long learners</li> </ul>	<ul style="list-style-type: none"> <li>Renaming of STEM Committee to STEAM Committee was also an important watershed of its development. The element of Arts being added marked the beginning of other level of STEAM education.</li> <li>STEAM education was being integrated into the curriculum as usual.</li> </ul>	<ul style="list-style-type: none"> <li>Reading is still regarded as an important element of self-directed learning. Reading sessions have been optimized and reading activities are integrated into regular lessons.</li> <li>Students are interested in taking part in inter-school STEM/STEAM competitions. STEAM Committee will keep applying for funding and organizing activities for students.</li> <li>Setting up of STEM Innovation Lab is basically for the development of students' learning confidence through various STEAM activities, like STEAM showcase and STEAM week.</li> <li>Even though STEAM education is in process, some students' understanding of STEAM is relatively superficial. STEAM is incorporated into junior Science, Mathematics and Technology Education KLAs. This can encourage all students to explore more in STEAM so that their learning confidence will be enhanced, and their creative mind and pioneering and innovative spirit can be cultivated.</li> </ul>	

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
<p><b>Major Concern 2:</b> Strengthen values and patriotic education and nurture students to become responsible and respectful citizens 加強價值教育及愛國主義教育，培養學生成為互重盡責的公民</p> <p><b>Target(s):</b></p> <ul style="list-style-type: none"> <li>• Students respect their parents and our country</li> <li>• Students commit themselves in studies and ECA</li> <li>• Student are responsible for their words and actions</li> <li>• Students become law-abiding citizens</li> <li>• Students concern the needs of their community</li> <li>• Students become responsible Chinese and global citizen</li> </ul>	<p><b>Partly achieved</b></p> <ul style="list-style-type: none"> <li>• In recent years, Academic Committee, Student Counselling Committee, Moral and Civic Education as well as ECA Committee successfully held a series of activities for students to nurture them to be responsible and respectful citizens. Meanwhile, Values and Patriotic Education was emphasized. 12 values advocated by EDB were taught. Values like Respect, Perseverance, Diligence, Empathy, National Identity, and Law Abidingness were once the theme of year. Organizations such as EDB, the Law Society of Hong Kong, the Commissioner’s Office of China’s Foreign Ministry in the HKSAR, etc gave talks to students on issues concerning national security, law-abidingness, national identity, etc. According to the data reflected in APASO III and Stakeholder Survey (SHS), our students’ statistics was satisfactory.</li> <li>• A number of national education activities were implemented according to the national education activity planning schedule and national flag-raising ceremonies and speeches under the national flag were arranged. National security educations were integrated organically into and connected naturally with the relevant curriculum contents of different subjects.</li> <li>• Students were encouraged to take part in</li> </ul>	<p><b>Continue to be a major concern for the next development cycle with adjusted target(s):</b> <b>The main theme will be promotion of Chinese Culture in connection with Values education and enhance student’s mental and physical health:</b></p> <p>Mainly incorporated as routine work, but it will continue to be a major concern for the next development cycle with adjusted targets. The main theme will be extended to be the promotion of Chinese Culture with patriotism and values education:</p> <ul style="list-style-type: none"> <li>• Discipline teachers and class teachers keep reminding students the tidiness in wearing school uniform. Students’ outlook is more pleasant than before.</li> <li>• A student of each class will be selected as ‘Star of the Month’ every month to commend their accountable performance on taking responsibility, studies and ECA. Students are honoured to be selected.</li> <li>• Competitions like ‘Respect’ photo shooting, Hong Kong Cup Diplomatic Knowledge Contest, were well liked by students.</li> <li>• Outside parties are invited to give talk to students to raise their awareness of law abiding, national security and moral and civic consciousness.</li> <li>• Inter-class display board design competition on the theme of ‘Respect’, ‘Diligence and Perseverance’ were held and the effects were</li> </ul>	

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
	<p>various national education activities, raising their sense of belonging and national identity. In school year 2023/24, our students won the first runner-up in Pioneer Section of Hong Kong Cup Diplomatic Knowledge Contest 2024. Furthermore, students had chances to join important events such as meeting with National Olympic medal winners, Shenzhou crewed spacecraft astronaut, visit of research ice-breaker Xuelong II, and a series of activities of “Love Our Home, Treasure Our Country” Joint School Gala. Thus, students’ national identity was strengthened.</p> <ul style="list-style-type: none"> <li>• From 2023 summer, due to the restoration of social order, students had many opportunities to join interflows or study tours to the Mainland or foreign countries. Under the Sister School Subsidy Programme, CSD Mainland study tour, “Passing on the Torch” (薪火相傳) National Education Activity and Puzifengzhou (甫智方舟) Project, around 60% students visited our homeland, knowing more about the recent development of China and subsequently reinforcing their national identity.</li> <li>• Promotion of Chinese culture is very important. In the last three years, students had opportunities to know more about painting of porcelain, Chinese painting, Chinese martial art, lion dancing and food culture, etc.</li> </ul>	<p>positive and obvious. New theme will be set for the coming school years.</p> <ul style="list-style-type: none"> <li>• A senior form student got prize in ‘Good People, Good Deeds’ English Writing competition</li> <li>• Students were proactive to join community services to serve neighbourhood and the community.</li> <li>• Environmental protection or animal protection organizations were invited to deliver talks and workshops to raise students’ awareness of global citizenship and their sense of ‘respect life’.</li> <li>• Although some students were shy about singing the national anthem aloud, they showed absolute respect during ceremonies and speeches. Latest development in the motherland should be delivered to students to nurture them to be a patriot loving the country wholeheartedly.</li> <li>• Various initiatives can deepen students’ understanding and identification of China. In the practice of values education, we will consider integrating activities and elements between various subject groups to make school-based curriculum more comprehensive and systematic.</li> <li>• To sum up, the main theme of this major concern will be kept in the next SDP with an emphasis on promoting Chinese Culture in values education.</li> </ul>	

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
<p><b>Major Concern 3:</b> Enhance teacher training and implement the Professional Ladder for Teachers 優化教師培訓， 推行教師專業階梯</p> <p><b>Target(s):</b></p> <ul style="list-style-type: none"> <li>Teachers are trained to use e-Learning resources to facilitate teaching and learning.</li> <li>Teachers will reach the requirements for professional development of EDB1.</li> <li>Teachers have an understanding on the Professional Ladder for Teachers in Hong Kong and “T-standard+”, which promotes teachers’ professional growth and enhances teachers’ professional status.</li> <li>Professional development activities can cultivate a reflective culture in the</li> </ul>	<p><b>Fully achieved</b></p> <ul style="list-style-type: none"> <li>Within this three-year period, the School held seminars and workshops by retiring principals Ms. Auyeung Suk Lan, Ms. Tsang Enian, Mr. Yeung Vim Ming Derek, and Mr. Ng Yau Keung on the topic of ‘External Review’, ‘T-Standard+’, ‘Resilience and wellbeing’, and ‘Use of Statistics for Improving Teaching Quality’ respectively. With the evidence from SHS and teachers’ CPD record, the three professional roles of teachers portrayed in the “T-Standard+”: “Caring Cultivators”, “Inspirational Co-constructors” and “Committed Role Model”, promoted by COTAP (<a href="http://cotap.hk">http://cotap.hk</a> &gt;T-excel@hk&gt;T-standard), were imprinted in the mind of teachers after this SDP. Besides, Lawyer Mr. Yip Hing Fai was invited to introduce the newly-issued teachers professional guide and related law issue. Teachers were reminded to plan their own career path well with the insight of this series of talks for stepping up to be a professional.</li> <li>Teachers were also arranged or encouraged to join professional development programmes related to Major Concern 1 or Major Concern 2, especially national security education, Constitution and Basic Law education self-</li> </ul>	<p><b>Incorporated as routine work</b></p> <ul style="list-style-type: none"> <li>Subject panels could share their experiences with each other on teaching pedagogies with the use of e-Learning.</li> <li>Sufficient IT facilities and appropriate Apps were provided to teachers.</li> <li>Professional development activities focusing on e-Learning, interactive strategies, lesson observation and national security education were arranged. New policy of EDB on the Professional Ladder for teachers to our staff members was also involved.</li> <li>School-based teacher professional development activities for the categories of “Teachers’ Professional Roles, Values and Conduct” and “Local, National and International Education Issues” were held. Teachers actively participated in the professional development activities under the two major categories.</li> <li>The concept of “T-Standard+” from COTAP was introduced on staff development activities. The Self-Reflection Tool (SRT) was introduced to help teachers better comprise the Professional Standards for Teachers of Hong Kong.</li> <li>Mentor teachers and buddies are assigned for new teachers. New teachers can become professionals soon and plan their own career path accordingly.</li> </ul>	

<sup>1</sup> Starting from the 2020/21 school year, all serving teachers are required to spare a minimum of 30 hours to take part in the two major categories of professional development programmes/activities, namely “Teachers’ Professional Roles, Values and Conduct” and “Local, National and International Education Issues” in each three-year cycle, with the time spent on each category being not less than 6 hours.  
2024-2027 School Development Plan (SDP)



Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
<p>teaching profession and broaden teachers' horizons.</p> <ul style="list-style-type: none"> <li>Professional development programmes on national security education can equip teachers with the ability to integrate national security organically into the relevant curriculum contents of different subjects.</li> </ul>	<p>directed learning, e-Learning and STEAM education. School Sponsoring Body TWGHs and EDB also held a number of seminars with the themes mentioned above.</p> <ul style="list-style-type: none"> <li>In short, the School has implemented the Professional Ladder for Teachers, providing opportunities for continuous development and advancement in the careers of our colleagues to enhance teacher training and professional growth. Our teachers are also willing to share their experiences on teaching pedagogies involving the use of e-Learning. Different professional development activities focusing on self-learning, lesson observation, and national security education were organized these years. Since teachers' professional development is pinpointed, training for the middle management is then strengthened. The School tends to be a learning community as a result.</li> </ul>		

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

**• Students' performance in Achieving the Seven Learning Goals:**

- Students had certain breadth of knowledge basis. According to the statistics, students got good academic result in internal assessments and examinations. Moreover, students had good performance in HKDSE. The passing rate (2+) and credit rate (4+) of almost all subjects were higher than those of HK day schools. The value addedness was average or above. Some subjects got 9+ value added in SVAIS. From the figure of SHS these years, the statistics for teaching and learning was satisfactory. In short, students did well in academic performance.
- Students got brilliant result in open competitions in sports (especially HKSSF), dancing, debate and music. They were also able to get the outstanding student award in Tsuen-Kwai-Tsing District and Tung Wah Group of Hospitals. Students were trained different generic skills through ECA and OLE, as well as balanced curriculum of different KLAs.
- Students had many chances to take part in various activities inside or outside school. Over 200 students got the chance to join interflows to the Mainland or foreign countries. So, most of our students have high national and global identity.
- Besides, the School has good practice in flag raising ceremony. "Speech under the National Flag" every month is able to enhance student's national identity. Talks, workshops and seminars organized by Moral and Civic Education Committee, with liaison of outside bodies like the Commissioner's Office of China's Foreign Ministry in the HKSAR, EDB, or Tung Wah Group of Hospitals, letting students know more about the recent development of China.
- Students won first runner-up in pioneer section in the Hong Kong Cup Diplomatic Knowledge Contest 2024 which proved that they had a strong sense of belonging and pride to be a Chinese.
- The school implements the national security education curriculum well. The NSE are embedded into different KLAs and OLE organically. Students have self-consciousness in upholding the national security.
- Not only the country, students are also proud to be CZMers and love the School. Our CORE values nurture students to be good citizens with good manner. They have good careers planning experience in school and all of them can find their own career paths.
- Students are nurtured to be healthy both physically and mentally. With the newly established Health Education Committee, various health programmes can arouse students' consciousness in maintaining healthy lifestyle.

**• The School's Policy in Enriching Students' Learning Experiences for their Whole-Person Development and Lifelong Learning:**

- Curriculum: The School emphasizes on the breadth of knowledge. Balanced curriculum is applied and reviewed from time to time. Wide range of subject combination are offered to senior form students, over 95% of them are satisfied with their choice for DSE subjects.
- Students assessment is diversified with appropriate validity. Both vertical and horizontal design of curriculum are considered when planning the teaching schedule and scheme of work.
- With the cooperation of Academic Committee and ECA Committee, there is a good balance between academic curriculum and ECA, which enriches students' learning experience and caters their diversity. Core ECA is arranged for all S1 & S2 students. Besides, the CORE day for

outdoor OLE activities, such as visit, virtual experience, guided tour, onsite research, etc., are also arranged every year for enhancing students learning experiences and exposure.

- With effective e-Learning policy, students' self-directed learning is promoted. Students can make use of different e-Learning tools to take note, scaffold knowledges and raise their language proficiency.
- S2 Project Learning is designed for cross-curriculum to train students' generic skills and information literacy.
- Language Proficiency: Students have attained good result both in Chinese Language and English Language in the HKDSE these years. Students are encouraged to read different kinds of books. Various kinds and formats of reading materials are provided, i.e. virtual books, electronic books, newspaper, reports and articles, for students of different interests. Spilt classes for language subjects in senior form can train elite students to attain excellent results in the HKDSE. Not only language teachers, most teachers have regular collaborative lesson preparations, lesson studies, peer lesson observations, co-teaching and lesson discussions, which can raise the standard of teaching and learning.
- Cross subject activities of LAC and the support of Library in RAC are also important for enriching students' learning experiences. Students have chances to use English and Putonghua outside classroom. Official language in all major events is English. With the aid of Campus TV, regular weekly English time and Putonghua time are arranged to expose students in using and practicing different languages in real life.
- Student support: The committees are good at utilizing various outside resources, in line with EDB's policy for the sake of students. Discipline Committee stands firm in carrying out school regulations but maintaining good relationship with students. Student Counselling Committee not only deals with cases but proactively finding out hidden cases by organizing different activities. The work of Peer Counsellors is critical in nurturing students. Student Learning Support Committee helps students with SEN to overcome learning difficulties. The Committee also cooperates with social workers, educational psychologist, counselling psychologist and clinical psychologist to assist students inside or outside the campus. Moral and Civic Education Committee promotes positive and important values to students. ECA Committee provides various activities and opportunities to students for discovering their potential and creating successful experiences for them. The policy of Core ECA helps train up students' generic skills and arouses their interest for different activities. Students are able to obtain good results in various competitions and contests. To sum up, student support in the School is sufficient and effective under a good and harmonious atmosphere.
- Life planning: Careers Committee carries out a series of career activities and a comprehensive career and life planning curriculum, enabling students to think about their own life planning seriously. The support of alumni is crucial through mentorship scheme and activities held by the Alumni Association.
- Healthy lifestyle: Morning exercise is arranged in morning assembly. A good balance between ECA and academic is achieved. A variety of ECAs are provided for students. Sex education, Health Week, Mental Health Day help student establish good and health lifestyle. A wide range of sports including newly emerged sports are introduced to students in Physical Education lessons. Students have chances to experience such sports and this can arouse their interest in doing exercises and even inspire them to plan for their future professions.

● **School in Leading its Continuous Improvement and Development for Students' Whole-person Development and Lifelong Learning:**

- The school has high transparency in school policy making process, with evidence in holistic review workshop, SHS result and School manager-teacher Advisory Meeting held in June, 2024. Teaching staff understand the rationale and idea of the school policy and the decision-making

process of the management. Teachers also understand Principal's mission and idea to education. Under the principal's effective leadership, teachers have shared vision and put all their effort for students.

- The administrative structure of the school is simple, effective and highly efficient. Division of work and instructions are rational and clear. Staff work collaboratively in a supportive atmosphere.
- Mentoring system for new teachers can assist and empower them to adapt the teaching work and school routines. They get both official assistance in lesson teaching and personal support in school campus life so that they can integrate themselves into the School quickly.
- On-going review, evaluation and improvement in existing policy reflect that the School treasures teachers' opinion and suggestions. Experienced teachers are willing to share with others for transferring subject or administrative knowledge. Knowledge management is systematic so teachers are able to handle the work of new functional groups or subjects well and effectively.
- Systematic staff development was arranged in last SDP for developing teacher's professional ladder, as one of the major concerns. For example, T-Standard+, external school review, professional conduct, national education and national security education, and other education issues, are important for enriching teacher's professional knowledge and skills development, as well as their personal career growth.
- The School sets up clear pathway for enacting the new SDP with a series of holistic review workshops and staff development days for discussion among teachers so the new major concerns of SDP 2024-2027 are widely accepted by teachers.
- In view of the growing importance of IT in education and information literacy, other than the policy BYOD and e-Learning, IT committee, STEAM Committee and e-Learning Committee are able to develop teachers and students to be IT-equipped for encountering different challenges in the future. Both teachers and students are familiar with e-Learning tools for effective learning and teaching, both inside or outside classroom.
- Parent-school cooperation is also critical. According to the result of SHS, parents' view to parent-school cooperation is good and satisfactory. Parent-teacher Association provides a good platform for parents to communicate with the School, and increase parents' sense of belonging of the School. PTA also supports students and teachers in various aspects so that relationships among parents, students and teachers are harmonious in the School.

### c. How Can My School Be Better

- **My students' needs:**

- According to the result of APASO, the students' national identity can step forward. Students can be affectionate in singing national anthem.
- After the resumption of school and social order, students need more time to adapt on-campus learning and teaching. Students' mental and physical health are highly concerned. Discipline should also be restored after the resumption of on-campus lessons after the pandemic.
- Students are capable. They need to be more confident in various aspects to reach their full potential.
- By cultivating the sense of care and respect, good school atmosphere is maintained.
- Values education is needed to be emphasized more.
- Students need more information in planning their life and careers path.

- **The School's capacity for Continuous Improvement and Development:**

- According to the result of SHS and SSE, students, parents and teachers support the School's policy. The School has advantages in enriching student's learning experiences and the leadership in fostering continuous improvement and development.
- With the funding and support from EDB, more OLE activities and ECA can be arranged for students to enrich their learning experience.
- With the aid of outside educational institutions and platforms, such as Big Education Platform, teachers tend to study data and statistics to improve their teaching effectiveness and enhance their capacity. Teachers are also encouraged to seek outside resources and communicate with teachers of other schools in order to improve and enrich the students' learning experiences.
- Since the Principal and the management team have led the School for years, teachers are familiar with the flow of administrative work and eager to express their opinions. The School can carry out policies in various aspects effectively with the support of staff.
- The Principal and the Vice-Principals, as well as the middle management are open and effective. New teaching methods are welcomed and can enrich teachers' teaching capacity, such as AI in education, STEAM, new e-Learning tools for continuous improvement and development with a view to promoting the effectiveness of learning and teaching.
- Communication with staff is important for the development of the School. The Principal has breadth of mind to accept criticism and opinions from the staff. Teachers are encouraged to ask and query for the sake of students. Since the number of young and new colleagues has increased these years, the Principal is eager to communicate with them in order to create their sense of belonging to the School.

• **The Development Priorities of the School for Enhancing the Whole-person Development and Lifelong Learning of the Students:**

- Enhance Students' confidence in academic and using various languages. Our students are capable but humble. Good language environment is to be created for students for using English more in campus. Opportunities are also provided for students to enhance their confidence in speaking PTH or English in their daily life.
- Keep promoting self-directed learning by implementing e-Learning, reading policies for enriching reading and learning atmosphere. Multiple teaching methods are introduced in learning and teaching strategies. Peer lesson observations, collaborative lesson preparations and lesson studies are encouraged to enhance teaching effectiveness.
- Reviews of subject combinations in senior secondary curriculum are conducted to keep the breadth of knowledge. New non-core subjects such as VA, Chinese Literature or Literature in English will be taken into consideration if students are interested in and capable of studying those subjects. Besides, the new trend of examination arrangement like applied learning and other languages announced by HKEAA should be noted.
- Promote Chinese culture in link with twelve priority values and attitudes advocated by EDB. Various traditional cultural activities will be arranged for students. Local and regional cultures will also be introduced to students to give a full picture to them to enrich their thorough understanding to Chinese culture.
- Create a healthy environment for the students. Time management and stress releasing measures should be taught to students to enrich their mental health. IT literacy will be addressed. Prudent use of computer, electronic devices, internet, AI and social media can boost their resilience and well-being and thus mental health will be improved. Internet bullying should also be eliminated.
- Create successful experiences for the students. Arrange appropriate ECA posts for students to develop their potentials. Encourage them to take part in various competitions. Open praise and showcases of creation and products can enhance their sense of success. More challenging tasks can be set for the elite students to stimulate their morale and willpower.

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

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

- 1.** Foster proactive learning attitude among students and enhance their self-confidence  
(培養學生積極主動的學習態度，提升自信心)
- 2.** Promote Chinese culture, optimize patriotic and values education, and encourage students to be rooted in Hong Kong while embracing our motherland and having a global vision  
(傳承中華文化，優化愛國主義和價值教育，培養學生「立足香港、胸懷祖國、放眼世界」的國民素質)
- 3.** Establish a supportive environment that helps students in leading a healthy lifestyle to achieve a balanced physical and mental development  
(共建健康校園，協助學生建立身心健康的生活模式)

## School Development Plan (2024/25 - 2026/27)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
<ul style="list-style-type: none"> <li>Foster proactive learning attitude among students and enhance their self-confidence</li> <li>培養學生積極主動的學習態度，提升自信心</li> </ul>	<ul style="list-style-type: none"> <li>Enhance their confidence in using English and Putonghua.</li> <li>Enrich their language ability</li> <li>Strengthen students' interactive learning</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>Implement whole-school approach, enhance the planning of curriculum and learning experience inside or outside classroom;</li> <li>Create campus atmosphere for students to use English;</li> <li>Increase opportunities to use English and Putonghua inside and outside school;</li> <li>Encourage students to use Putonghua in order to enhance their national identity and sense of belonging;</li> <li>Enrich students' experiences in using language in daily life;</li> <li>Through family-school cooperation and parent education, arrange activities to increase chances for parents and students to use English or Putonghua</li> </ul>	<ul style="list-style-type: none"> <li>Breadth of Knowledge</li> <li>Language Proficiency</li> <li>Generic Skills</li> <li>Life Planning</li> </ul>



Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
<ul style="list-style-type: none"> <li>Promote Chinese culture, optimize patriotic and values education, and encourage students to be rooted in Hong Kong while embracing our motherland and having a global vision 傳承中華文化，優化愛國主義和價值教育，培養學生「立足香港、胸懷祖國、放眼世界」的國民素質</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce students' national identity</li> <li>Enhance students' knowledge and appreciation of Chinese culture and</li> <li>Nurture students the values of diligence, perseverance and commitment in order to enhance their sense of belonging and national identity</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>Implement whole-school approach, enhance the planning of curriculum and learning experience of national and values education;</li> <li>Enrich campus atmosphere with decoration and ceremonies during traditional festivals or important dates;</li> <li>Arrange workshops or talks about Chinese culture in optimizing patriotic and values education;</li> <li>Encourage teachers to join seminars on promoting Chinese culture to enhance their professional development;</li> <li>Through family-school cooperation and parent education, arrange activities to increase chances for parents to learn more about Chinese culture;</li> <li>Arrange activities related to information literacy to nurture students to have positive value to be global citizens;</li> </ul>	<p>National and Global Identity</p> <p>Information Literacy</p>

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
<ul style="list-style-type: none"> <li>Establish a supportive environment that helps students in leading a healthy lifestyle to achieve a balanced physical and mental development            共建健康校園，協助學生建立身心健康的生活模式</li> </ul>	<ul style="list-style-type: none"> <li>Emphasize the importance of physical health and good habits</li> <li>Enhance students' mental health and learn how to deal with family and academic pressure</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li></li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li></li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen the cooperation of National and Value Education Committee, Health Education Committee, Physical Education Panel and Home Economics Panel in arranging cross discipline activities for students;</li> <li>Implement whole-school approach, enhance students' planning of daily life schedule, physical and mental health, individual wellness, healthy diet and good habits. Policies for balancing academic and non-academic activities inside or outside campus will be carried out;</li> <li>Arrange Seminars, workshops, talks on campus safety, healthy lifestyle, physical and mental health;</li> <li>Arrange activities such as morning exercise, eye exercise, correct posture, and measures according to the 4Rs Mental Health Charter;</li> <li>Arrange activities on information literacy, preventing internet addiction and avoiding excessive screening time;</li> <li>With the aid of MVPA60 subsidies, arrange physical activities to arouse students' consciousness of doing exercise.</li> </ul>	Healthy Lifestyle  Information Literacy