

CCC Heep Woh College School Development Plan

2023-2026



**The Church of Christ in China
Heep Woh College
School Development Plan 2023 - 2026**

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Part I : Information about the School

1.1 The Hong Kong Council of the Church of Christ in China: Vision, Mission Statement and Core Values on Education

Vision

Together we nurture the fullness of life; Hand in hand we witness the love of Christ

Mission Statement

With the love of Christ, compassion for humanity, and a progressive attitude, we strive to deliver quality education, to develop students' potential to the fullest, to share with them the Gospel, and to cultivate in them a sense of good citizenship which will benefit our society and nation.

Core Value

With the aim of spreading the word of God and serving the community, we provide a holistic education to all with loving care, a progressive attitude, and total commitment.

1.2 C.C.C. Heep Woh College: Belief Statement, School Goal, Core Value and School Motto

1.2.1 School Profile

Heep Woh College is a co-educational aided school. The origin of Heep Woh College can be traced back to 1911 when Mrs. Lear Bigelow set up Heep Woh Kindergarten and Heep Woh Primary School in 1911 and 1921 respectively in Guangzhou. Later Ms. Liu Fung Ling founded the private Heep Woh Girls' Secondary School in 1932. In 1947, Ms. Liu Fung Ling and Mrs. Schaefer established a primary school in Hong Kong. The present school premises commenced operation in 1970 to provide secondary school education to teenagers.

1.2.2 School Belief

Belief Statement 信念宣言

With pastoral care and a balanced curriculum, our school aims to promote a holistic education, addressing the moral, intellectual, physical, social, aesthetic, and spiritual needs of our students, enabling them to achieve their personal best to glorify God and serve mankind.

本校秉持關愛文化，重視均衡課程，實踐全人教育，著重學生德、智、體、群、美、靈六育的均衡發展，讓學生發揮所長，進德修業，榮神益人。

School Goal 學校目標

With LOVE and PASSION, we enhance students' whole-person development and nurture their virtues.

With ENDEAVOUR and COMMITMENT, we equip students to strive for excellence and become future leaders.

以愛啟迪良能，以誠培育棟樑。

School Core Values 核心價值

Excellence 卓越, Respect 尊重, Love 關愛, Faith 信心 and Justice 公義

School Motto 校訓

When you know the Truth, the Truth will set you free. 爾識真理，真理釋爾

Part II : Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2018/19 - 2022/23

Major Concerns and Targets	The extent of targets achieved	Follow-up action	Remarks
1. Strengthening values education and enhancing teaching and learning effectiveness by promoting a variety of eLearning tools and initiatives <ul style="list-style-type: none"> To strengthen values education (including moral and civic education, national education, national security education, and Basic Law education) To enhance teaching and learning effectiveness by promoting a variety of eLearning tools and initiatives 	<p>Partly achieved.</p> <p>1.1 To review the whole-school curriculum</p> <p>(a) To integrate the MRE at the whole-school, cross-curricular, KLA, and subject levels</p> <p><i>Strengthening value education & reinforcing the learning of Chinese History and Chinese culture: Self-auditing (PSHE)</i></p> <ul style="list-style-type: none"> Cross-curricular collaborations on enhancing generic skills continued this year. Skills like cartoon decoding, and constructing information used in various subjects were taught in LS lessons. Two focus inspections (PSHE and TE) on the school curriculum were done during these school years. The self-auditing results matched the comments from the Focus Inspection in PSHE. It was found that out of the six strands of PSHE, the component of ‘Resources and Economic Activities’ was lacking in the junior form curriculum. Basic Law elements should also be added. Basic Law and/or Civic Law and other missing elements have been integrated mainly into the junior form Life and Society curriculum based on the outcome of the self-audit. <p><i>Extending ‘Reading to Learn’ to ‘Learning across the Curriculum’</i></p> <ul style="list-style-type: none"> The focus of these years was set on formulating the curriculum for Learning across the Curriculum (LAC). The curriculum for the two forms has been well organized. The current GRL curriculum has multiple elements, hence, a review is necessary. The S1 GRL curriculum will be modified in 2018–2019 to adopt LAC elements that help students analyze academic texts in non-language subjects. 	<p>Continue to be major concerns in the next SDP</p> <p>Curriculum adjustment based on the two focus inspections (PSHE and TE)</p> <p>Use of the One-off Grant for the Promotion of Chinese History and Culture</p> <p>Revise S.1 & S.2 GRL curriculum to incorporate LAC elements and thinking skills</p>	

	<p><i>Promoting STEM education and ITE</i></p> <ul style="list-style-type: none"> STEM lessons and curriculum were set up jointly by Science, Maths, and ICT departments in the 2021-2022 and 2022-2023. Positive feedback from students and teachers was received. <p><i>Stepping up Gifted Education</i></p> <ul style="list-style-type: none"> The self-auditing is ongoing. Various gifted courses were promoted throughout these several academic years. An estimation of 80% of the DLG grant was used. More students were successfully recommended to HKAGE and gifted education programmes offered by various universities. Different means, such as video recognition and awarding certificates, were developed to recognize students' achievements in gifted programmes, courses, or competitions. <p>(b) To incorporate the curriculum updates in different KLAs <i>Science education KLA curriculum mapping (content)</i></p> <ul style="list-style-type: none"> Due to MRE, Science KLA was under a school-based curriculum mapping this academic year. The decision was made to base the junior Science curriculum on textbooks by publishers. The syllabus in the textbook maps the curriculum. Hence, Science Panel Heads in senior forms can get together in September to review the junior form syllabus and decide the depth of knowledge in their respective senior curriculums. <p><i>Mapping of Numeracy skills required in Science education KLA</i></p> <ul style="list-style-type: none"> Modifications in the junior Mathematics curriculum were done to respond to the mapping of numeracy skills. 	<p>Integration of STEM into formal curriculum</p> <p>Self-audit of existing gifted education development in school Explore possible areas for development</p> <p>Continue mapping within IS department</p>	
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	<p>1.2 To enhance teaching effectiveness by promoting e-learning After the pandemic, it was observed that staff are using iPads more frequently in their lessons. Various CoPs were organized to equip staff with eLearning skills, e.g. CoPs of Flipped Classroom and Google Docs. The e-Booking system was set up at Heep Woh Net and iPad rules were set. The training was also given to students in their IT lessons. More teachers claimed that they would use eLearning with confidence. This indicates that teachers have increasing acceptance and willingness toward eLearning. Our school has developed a booking system for teachers to borrow iPads for use in the lessons. Most teachers think the e-booking system is user-friendly (over 70%) and believe that the arrangement of iPad delivery should be maintained (71.4%). Teachers' feedback encouraged our school to formulate an ambitious eLearning strategy for the coming academic years. More professional training and technical support will be provided. From September 2021-2022, our school started to introduce the Bring Your Own Device (BYOD) policy from S.1. Our school extended the policy to S.2 in 2022-2023.</p> <p>1.3 To develop the learning support measures for low achievers The self-auditing is ongoing. We have identified that there has been a growing need to support low achievers, especially during the pandemic period. It was reported that low achievers were lack of support in the period of half-day lessons and online lessons. It was observed that colleagues had a lack of awareness or autonomy in supporting those students in need. Cultivating the culture in understanding the low achievers and identifying their needs became necessary.</p>	<p>Continue to promote and improve the infrastructure of eLearning and flipped classroom pedagogies Self-audit of existing gifted education development in school</p> <p>Explore possible areas for development</p>	
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Major Concerns and Targets	The extent of targets achieved	Follow-up action	Remarks
<p>2. Enriching the culture of teacher sharing and collaboration</p> <ul style="list-style-type: none"> To encourage teachers to share their experience, knowledge, and skills in teaching and learning to help teachers' professional development 	<p>Fully achieved. The School has implemented Knowledge Management for several years to facilitate knowledge sharing among teachers by setting up infrastructures, such as the Digital Archive, Heep Woh Net, and Google Drive, and forming various Communities of Practice (CoP) to encourage teachers to share their experience, knowledge, and skills. In these years, we have organized several CoPs to share our experience in e-learning. From the results of the Stakeholder Survey, most teachers agreed that a sharing culture had been established. Various CoPs have been established in these three years.</p> <p>“To encourage teachers to share their experience, knowledge, and skills in teaching and learning to enhance teachers’ professional development” is one of the major concerns for the several SCPs. Besides lesson study, departmental professional sharing, collaborative lesson preparation as well and lesson observation at the subject level have been organized. Teachers have been invited to share their experience, knowledge, and skills to further enhance the quality of teaching and learning in various Communities of Practice (CoP) at the school level. We organized CoPs during these school years to provide opportunities for teachers to share their experiences and learn from others.</p> <p>Moreover, more collaboration across committees and departments has been organized to strengthen the culture of teaching sharing and collaboration, such as Language across the Curriculum, Curriculum Mapping, Guided Reading Lessons (GRL), Moral and Civic Education activities, and activities under the Life Education Committee.</p>	<p>As routines in the next SDP</p>	

Major Concerns	The extent of targets achieved	Follow-up action	Remarks
<p>3. Fostering a Positive and Supportive Environment that facilitates learning and rapport building in class or at school to enhance the protective factors for students towards adversities</p> <ul style="list-style-type: none"> • To stretch students' interests, widen their scope of views, and enhance their leadership skills • To enhance the roles of class teachers in pastoral care to strengthen class cohesion under the prolonged impact of the epidemic • To facilitate the mental health and well-being of students 	<p>Almost achieved. A caring and harmonious school climate has been established with the close collaboration between committees and the foundation and tradition of Christian values. Both student-teacher relationships and student-peer relationships are good. Students show cohesion in school. Students are willing to lend their helping hands to peers. They value social services and are willing to help those who are in need. Students, in general, uphold the core values (respect, care, and justice). However, mental health cases are on the increase which requires the school to scrutinize the stress of students in learning and the method to strengthen their protective factors.</p> <p>Under the prolonged threat of COVID-19, the school has been operating on a half-day mode for several school years. Most ECA groups were held online in the afternoon of school days except sports teams and some musical instrument classes which were held on Saturday mornings. Though most ECA groups were held online, students responded eagerly to joining them and had a good participation rate.</p> <p>To provide more variety of life-wide learning experiences to students, some new ECA groups were established. They were the Cookery Club, DIY Club, Board Game Club, and Debate Team. A lot of activities were deliberately arranged for students to replace the canceled programmes, such as S1 Life Education Day to replace S1 Life Education Camp, a form-based Activity Day to replace Athletic Meet, a half-day visit to Ocean Park to replace School Picnic, etc. New activities, such as Heep Woh Bazaar, S1 – S2 Robot Competition, S3 class-based Activity, S3 – S4 Leadership Training, S4 Show Case of Project Learning, S5 Singing Contest, Music Performances, etc were held. All these were aimed at providing students with more school-life experiences and cultivating students' generic skills and their cohesion in school.</p> <p>Although interpersonal distance seems to be increased during the pandemic, because of the lack of face-to-face contact, students' relationships can be maintained with the concerted efforts of teachers, social workers, and fellow students.</p>	<p>Mostly achieved with the emphasis being shifted to the pastoral care of class teachers</p>	

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

How good is our school in enriching students' learning experiences for their whole-person development and lifelong learning?		Areas for Improvement
1. National and Global Identity	<ul style="list-style-type: none"> • Most subjects have input the elements of National and Global Identity such as Chinese historical figures, landscape, culture, and core values in their curricula. • Most subjects and committees have also organized many activities related to the National and Global Identity such as Exchange Tours, extra-curricular activities • Most subjects and committees have also participated in many competitions in school or outside schools. 	<ul style="list-style-type: none"> • Our school should formulate a specific long-term development orientation for nurturing students' National and Global identities. • Our school should organize activities and design a curriculum to inculcate students' affection for the nation, broaden their exposure, and respect the multicultural society.
2. Breadth of Knowledge	<ul style="list-style-type: none"> • Our school has conducted curriculum mapping across subject departments to identify the gaps. • Our school has provided various life-wide learning experiences by organizing Life-Wide Learning Days, Exchange tours, and diversified activities for students. • Our teachers always adjust their pedagogy and teaching strategies according to students' abilities and needs. • Our teachers used to work across departments and committees to meet our students' needs. • Our school has provided support for students to adapt to the transition across the key learning stages from primary school to Secondary 1 and from S.3 to S.4. 	<ul style="list-style-type: none"> • Stocktaking of the key subject content knowledge is being conducted to identify our students' needs. • A holistic, systematic, and structured policy of curriculum planning and development may be needed to equip students' knowledge with a broad-based foundation. • Integration of knowledge should be done to help students use them holistically. • Collaboration across committees and departments can be fostered to further help students build up a broad-based knowledge foundation. • Sharing of good practices across committees and departments in school should be encouraged to facilitate collaboration across committees and departments.

How good is our school in enriching students' learning experiences for their whole-person development and lifelong learning?		Areas for Improvement
3. Language Proficiency	<ul style="list-style-type: none"> • Our school has provided adequate curriculum and activities to enhance students' language proficiencies. • Our school adopts English as a Medium of Instruction to enhance students' proficiencies in English. Most subjects have used the strategies of Language Across Curricula to encourage students to use English in learning various subjects knowledge. • Our teachers adjust their pedagogy and teaching strategies according to students' language abilities and needs. • Our teachers encourage students to participate in diverse activities inside or outside school to enhance their language use. 	<ul style="list-style-type: none"> • More opportunities in lessons and extra-curricular activities should be provided for students to use English and Putonghua in and out of the lessons. • More training in public speaking and debate can be organized for students to boost their confidence in using languages. • The language environment can be further enriched.
4. Generic Skills	<ul style="list-style-type: none"> • Our school has provided various opportunities in lessons and extra-curricular activities for students to develop and deploy their generic skills. • Most opportunities are experiential. 	<ul style="list-style-type: none"> • Systematic and structured courses or programmes may be needed to train students' specific generic skills. • Stocktaking of the nine generic skills is being conducted to identify our students' needs. • Integration of generic skills should be done to help students use them holistically.

How good is our school in enriching students' learning experiences for their whole-person development and lifelong learning?		Areas for Improvement
5. Information Literacy	<ul style="list-style-type: none"> • Our school has provided various opportunities in lessons and extra-curricular activities for students to foster their information literacy. • Most opportunities are experiential. 	<ul style="list-style-type: none"> • Systematic and structured courses or programmes may be needed to train students in specific aspects of information literacy, such as fact-checking, source assessment, integration and exploitation, searching skills, and attitude. • Stocktaking of the specific aspects of information literacy should be conducted to identify our students' needs. • Integration of generic skills should be done to help students use them holistically.
6. Life Planning	<ul style="list-style-type: none"> • Our school has provided various opportunities in lessons and extra-curricular activities for students to understand their interests, aptitudes, and abilities, and also develop and reflect upon personal goals with aspirations for further studies and future careers. • The Career Guidance Committee has designed and implemented a whole set of career education programmes extending from junior forms to senior forms to provide students the knowledge to understand their interests, aptitudes and abilities, and also develop and reflect upon personal goals with aspirations for further studies and future careers. • Various opportunities are provided by committees and departments for students to understand themselves, set their life goals and guide students in their life planning. 	<ul style="list-style-type: none"> • Our school should develop a policy or a mechanism to arrange students for work experience before they leave school. • Our school can better use our alumni network to invite alumni to share their career experiences or even formulate an alumni mentorship programme to enrich students' opportunities to learn more about the career world. • Our school should help students set their personal goals when studying in junior forms so that they can have a clear direction for their future.

How good is our school in enriching students' learning experiences for their whole-person development and lifelong learning?		Areas for Improvement
7. Healthy Lifestyle	<ul style="list-style-type: none"> • Our school has provided various opportunities in lessons and extra-curricular activities for students to lead a healthy lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts. • Courses, programmes, and activities have been organized by various committees and departments to inculcate students' healthy lifestyles. 	<ul style="list-style-type: none"> • Stocktaking of the specific aspects of healthy lifestyles should be conducted to identify our students' overall needs. • Systematic and structured courses or programmes may be needed to train students in specific aspects of healthy lifestyles, such as time management, self-management, and social well-being. • Our school should formulate a specific long-term development orientation for developing students' healthy lifestyles.

How good is our student's performance in achieving the seven learning goals?		Areas for Improvement
1. National and Global Identity	<ul style="list-style-type: none"> • Most students are serious about the flag-raising ceremony. Some students are willing to join the Flag-Raising Uniform Team. • Most students have aligned with the traditional Chinese traditional core values. They respect teachers and are willing to accept teachers' views. • Most students have positive values towards themselves and others. They obey the rules and regulations. They are considerate. • They respect the minority groups in society. They get along well with schoolmates from different backgrounds. 	<ul style="list-style-type: none"> • There is still room for improvement in enhancing students' national and global identity, especially students' affection for our country. • Some students do not care about the current affairs of society, our country, and the world. Our school needs to help students broaden their scope.
2. Breadth of Knowledge	<ul style="list-style-type: none"> • Most students care about their learning. They are willing to learn and acquire knowledge and skills. • Some students could make use of knowledge from different curricula (e.g. project learning) or different sources (e.g. books or websites). Some capable students are proactive in exploring advanced subject knowledge through borrowing reference books/ exercises from teachers. 	<ul style="list-style-type: none"> • Most students have a broad knowledge base but do not with adequate depth for applying what they have learned. • Some students are examination-oriented. They just focused on examination results as their achievements. • Most students should have more learning motivation and a more proactive attitude to acquire knowledge surrounding themselves. • Some students should acquire self-learning skills and more thinking skills to obtain knowledge. • Most students should have a regular reading habit to absorb knowledge out of curriculum and textbooks and enhance their language proficiency. • Most students lack life skills and soft skills to adapt to their life in the future.

How good is our student's performance in achieving the seven learning goals?		Areas for Improvement
3. Language Proficiency	<ul style="list-style-type: none"> • Most students are willing to learn English to communicate with teachers and peers. They can generally understand English well. They are willing to learn and improve their language proficiency. • Most students are aware of the importance of learning English. They like to extend language learning in their leisure time by watching Netflix, YouTube, etc. • Most students are interested in learning other languages, such as French and Japanese. 	<ul style="list-style-type: none"> • There is still room for improvement in enhancing students' language proficiency. Their competence in using English is mainly in the context of academic areas, rather than in their daily life. • Some students may not have enough confidence in using English to communicate in daily conversation. They need to acquire more vocabulary. • Some students may be too dependent on web-based tools for language learning. They need to improve their language learning by internalizing and applying vocabulary in daily life. • Most students should have a regular reading habit to read more books to enhance their proficiency.
4. Generic Skills	<ul style="list-style-type: none"> • Most students can use IT skills effectively in study and daily life. • Some students show creativity in project learning and presentation, especially in multimedia production and visual arts. • Most students can collaborate with others, and some students even have leadership to lead others to accomplish a target. • Some students have critical thinking shown in debate team training. 	<ul style="list-style-type: none"> • Students' self-management skills, self-learning skills and problem-solving skills should be enhanced. • Students' learning attitudes of using their knowledge and generic skills can be further developed.

How good is our student's performance in achieving the seven learning goals?		Areas for Improvement
5. Information Literacy	<ul style="list-style-type: none"> Most students can use IT skills effectively in their studies, especially in note-taking, searching for relevant information, organizing learning materials, making multimedia presentations, and making good use of social media. Some students can acknowledge the sources of pictures in their creations. 	<ul style="list-style-type: none"> There is still room for improvement in enhancing students' information literacy. Their communication manner should be guided with specific examples, such as using email, WhatsApp and social media. Students may need more teachers' guidance on how to balance the use of their iPads or computers in their study and entertainment and how to use information properly for both study and daily life.
6. Life Planning	<ul style="list-style-type: none"> Most students are generally able to think about their future with a positive attitude. They tried to understand themselves and think about their further study and future careers. Most students can make good use of the opportunities provided by the school to understand themselves and learn more about the information for further study and future careers. 	<ul style="list-style-type: none"> Students may need more teachers' guidance on how to set specific goals with concrete planning and preparation with realistic expectations. Students may need more information to learn more about themselves so that they can think more about their aspirations for further study and future careers.
7. Healthy Lifestyle Literacy	<ul style="list-style-type: none"> Most students are generally able to enjoy school life with various extra-curricular activities, such as diverse kinds of sports, music interests classes and visual arts activities with their schoolmates. 	<ul style="list-style-type: none"> There is still room for improvement in enhancing students' healthy lifestyles, especially the well-being of a whole person. Students' self-management should be guided with specific examples, such as time management, daily routines, and sleep patterns. Students may need more teachers' guidance on how to set goals, balance the use of time in their study and entertainment, and develop their well-being not only physically, emotionally, mentally, and spiritually.

How good is our school in leading its continuous improvement and development for students' whole-person development and lifelong learning?		Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • School vision, mission, and core values are shared and discussed by conducting a series of meetings to reach a systematic and comprehensive review of our strengths and weaknesses, taking into account changes in societal expectations and education policies and students' attributes to formulate this school development plan. • The overall planning by the school is comprehensive. The decision-making process is transparent with extensive teacher participation. Major decisions always involve teachers' comments and suggestions. • The school management coordinates the implementation of priority tasks and monitors the progress of implementation at the subject panel/committee level. • The daily routine operation of the school is systematic and smooth, and there is flexibility in handling unexpected and urgent issues. 	<ul style="list-style-type: none"> • The shared vision, mission, and core values should be balanced in the school policies of academic and non-academic areas, not just focusing on the student's academic performance. • Our school should formulate a specific long-term development orientation.
2. Professional Leadership	<ul style="list-style-type: none"> • The Principal shows inspirational leadership with a clear strategy for moving the school forward in line with today's evolving educational landscape and inculcates a culture of collegiality and cohesiveness to build team spirit. • The Cabinet collects teachers' views through various channels and considers societal and educational changes. The cabinet with a deep understanding of school culture and traditions renders very good assistance to the principal with a balance of teachers' views. • The middle managers, who are hardworking and responsible, demonstrate a high level of knowledge and competence in performing their coordinating and advisory roles. They have initiated various collaboration projects across committees and departments in these years. 	<ul style="list-style-type: none"> • The middle managers could work to enhance their monitoring roles for further capacity building. • Sharing of good practices across committees and departments in school should be enhanced. • More topics, other than those related to teaching, can be included in CoPs to further nurture the sharing culture and foster harmonious relationships among staff.

c. How Can Our School Be Better

What are our students' needs?

Learning and Teaching

- *Learning Attitude and Motivation*
Students should have strong motivation and a positive attitude toward their studies.
- *Study Skills* (Self-learning, note-taking, thinking skills, transfer skills)
Students should have study skills (Self-learning, note-taking, thinking skills, transfer skills)
- *Reading* (Time, Scope, Strategies)
Students should have reading habits with a certain time slot, wider scope, and diversified strategies.
- *Language Proficiency* and daily life
Students should have bilingual language proficiency for their use in daily life.
- *Information Literacy* and IT skills
Students should have Information Literacy and IT skills for their proper use in daily life.
- *Understanding society*, country, and the world with a broader perspective
Students should understand our society, our country, and the world with a broader perspective.

Student Development

- *Growth Mindset and Self-confidence*
Students should have a Growth Mindset and they have a positive self-image.
- *Positive Psychology, Resilience to adversity*
Students should think positively and have the resilience to react to adversity with patience.
- *Daily Routine and Healthy Lifestyles* (Physical, Mental, and Social Well-being, time management, sleep, life goal and meaning, life planning, personal interest development, stress management)
Students should have a regular and proper daily routine and healthy Lifestyles with Physical, Mental, and Social Well-being. They need to have good time management and sleep. They should set their life goals with meaning and need to have life planning and personal interest development. Students need to acquire skills in stress management.
- *Social and Emotional Learning* (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making)
Students should have skills in Social and Emotional Learning with the abilities of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making

What is our school's capacity for continuous improvement and development?

Strengths		Areas for Improvement
1. School Self-Evaluation Effectiveness	<ul style="list-style-type: none"> • The school has established a self-evaluation culture. The SSE mechanism has developed. The school has used School-Based SSE tools as well as EDB-developed SSE tools for the PIE cycle. • The school has conducted a systematic and comprehensive review of our strengths and weaknesses, considering changes in societal expectations and education policies and students' needs in the Seven Learning Goals to formulate this school development plan. • The direction of school development is clear and concrete. The principal has shared the direction of school development with colleagues and invited them to join the professional dialogue to Major decisions reach a consensus. • The decision-making process is transparent with extensive teacher participation. The school management always involves teachers' comments and suggestions for the change of school policy and major decisions. • Most middle managers are experienced educators. They are usually both reflective in action and reflective in action to review and evaluate the efficiency and effectiveness of their work. 	<ul style="list-style-type: none"> • The shared vision, mission, and core values should be balanced in the school policies of academic and non-academic areas, not just focusing on the students' academic performance. • Our school should help teachers keep pace with the change of requirements stipulated by the EDB.

Strengths		Areas for Improvement
2. Professional Capacity and Sharing Culture	<ul style="list-style-type: none"> • The Principal is an experienced principal depicting leadership with a clear strategy for moving the school forward in line with today's evolving educational landscape and inculcates a culture of collegiality and cohesiveness to build team spirit. • The Cabinet collects teachers' views through various channels. It renders very good assistance to the Principal. • The middle managers, who are hardworking and responsible, demonstrate a high level of knowledge and competence in performing their coordinating and advisory roles. They have initiated some collaboration projects across committees and departments in these years. • The Staff Development Committee has enhanced its role in sustaining and further developing our teachers' capabilities by organizing a good range of programmes strategically aligned with the school's and teachers' needs. The committee has implemented the mentoring programme by recruiting experienced teachers to facilitate the newly appointed teachers to adapt to our school culture, by launching Lesson Study and Communities of Practice to nurture a sharing culture. • The school has adopted Knowledge Management (KM) for many years to promote knowledge sharing among colleagues so that the school has a strong knowledge-sharing culture by building up a knowledge-sharing platform on the intranet and launching Communities of Practice across committees and departments. 	<ul style="list-style-type: none"> • Owing to the turnover of the top management, the Cabinet must enhance its compatibility and mutual understanding to enhance its roles. • Owing to the turnover of the middle management, the community of the middle managers could work closer to enhance their mediating roles for further capacity building. • Sharing of good practices across committees and departments in school should be encouraged. • Collaboration across committees and departments can be further fostered to further uplift the school's performance.

What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

Our schools have consolidated the reflections on the students' needs and the school's capacity for continuous improvement and development, and deliberate how to optimize the school's capacity to foster the whole-person development of students as well as formulate the key focuses of work in the next school development cycle.

Student Needs I: To help students develop healthy lifestyles

Our school would like to develop students with

- ☐ *Physical well-being* with Time management, physical fitness, art appreciation, daily routine, study–life balance, and sleep
- ☐ *Mental, Emotional, and Spiritual well-being* with a positive mental state, Growth Mindset, self–management skills, maintaining emotional stability, handling stress, life goals, and life planning
- ☐ *Social well-being* with social skills, interpersonal relationships, and leadership skills

Student Needs II: To strengthen students' learning confidence

Our school would like to equip students with

- ☐ with a better learning attitude and motivation
- ☐ make effective use of learning skills, strategies, resources, and time
- ☐ enhance their language proficiency and reading habits
- ☐ plan and manage their learning progress
- ☐ make use of feedback to reflect on and improve their learning
- ☐ with better learning confidence
- ☐ perform better in internal assessments and public examinations
- ☐ better adapt the transition across different key stages

Student Needs III: To develop our students' citizenship with National and Global Identity

Our school would like to develop students with good moral character with

- ☐ embraced values and attitudes towards aspects such as social harmony, civic obligation, and national identity
- ☐ understanding Chinese History, culture, and national security knowledge
- ☐ understanding the world through global awareness and perspectives
- ☐ thinking from multiple perspectives
- ☐ respect for cultural diversity

Our school used the student needs identified above to formulate the major concerns for the next school development cycle.

Part III : Major Concerns 2023/24 – 2025/26

Major Concerns for a period of 3 school years

1. Developing students' healthy lifestyles
2. Strengthening students' learning confidence
3. Nurturing students' citizenship with National and Global Identity

Part IV: School Theme 2023 – 2026: Let There Be Light (恩光啟迪 潛能盡展)

The Theme of School Core Values: Faith

Ephesians 5:8b (New International Version)

^{8b} You are light in the Lord. Live as children of light ⁹(for the fruit of the light consists in all goodness, righteousness, and truth) ¹⁰ and find out what pleases the Lord.

The phrase “**Let there be light**” comes from [Genesis 1:3](#).

- The Light appeared as a thing separate from darkness. We are holy and pure, different from the world. We do not conform to the pattern of this world but be transformed by the renewing of our minds. (Romans 12:2)
- The Light is often used as a metaphor in the Bible, and the word **illumination** (“divine enlightenment of the human heart with the truth”) helps us understand truths by bringing things into the light.
- Jesus Himself is “the Light of the World” ([John 8:12](#)). God gives up hope. God also wants us to live as the children of light to become a day-by-day lifestyle that is pleasing and honouring to reflect God’s holiness, goodness, grace, righteousness, integrity, kindness, gentleness, truth, and sincerity.
- Being Children of God, we should arise, shine (Isiah 60:1-2), and reflect God’s light to show His humility and patient endurance, and our life should blossom into godly fruitfulness, reflecting the love of God in the face of Christ Jesus, our Lord, to glorify God.

“Let there be light” will be used in the upcoming three-year plan to arouse our students’ awareness that we need Spiritual Illumination to enlighten our hearts and minds to understand that we are the children of Light by

- Developing students’ healthy lifestyles with good physical, mental, emotional, spiritual, and social well-being;
- Strengthening students’ confidence in their whole-person development
- Nurturing our students with good moral characters with positive values and attitudes to respect our society, nation, and multiple cultures all over the world.

We formulate policies, organize programmes, shape culture, and offer opportunities to experience the Major Concerns for the upcoming three years plan.

✦ **Provide opportunities for students to think positively of themselves:**

- To understand themselves; to help them know and develop their strengths; and learn to identify their weaknesses and accept them as well
- To help our students learn more about the *“Fixed Mindset”* and the *“Growth Mindset”**
- To transform our students with positive words and sentences and adopt the *“Growth Mindset”** as mental models to make a breakthrough of their comfort zones to improve themselves.

✦ **Provide opportunities for students :**

- To serve others (Service Learning, Decorating class notice board, or other services in class)
- To shoulder responsibilities (e.g. Class Monitor, Subject Monitor, Campus Tour Guide, and School Ambassador, etc.)
- To experience different activities, presentations, and competitions (other form-based activities) and leadership training

✦ **Enhance students’ learning confidence and cater to different learners’ needs, enhance students’ confidence in learning**

✦ **Recognize students’ academic as well as non-academic achievement, build up an appreciation culture (to appreciate oneself and others), and enrich students’ sense of achievement**

Part V: School Development Plan (2023-2026)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. Developing students' healthy lifestyles <i>Time-management</i> <i>Daily Routine</i> <i>Self-management</i> <i>Stress management</i> <i>Life Planning</i>	<ul style="list-style-type: none"> To develop students' skills and attitudes to make healthy choices, including physical health, and mental and social well-being, with the aim that students can thrive in all areas of their lives. 	✓	✓	✓	<ul style="list-style-type: none"> Organize school assemblies, and class assemblies for students in all forms to acquire skills in time management, self-management, and developing healthy daily routines, especially the time for rest and sleep. Provide preventive and development programs to strengthen students' stress management skills. Establish a caring and support system for assisting students' daily routines. Let students experience art appreciation, sports, and health-related elements in learning 	<ul style="list-style-type: none"> Healthy Lifestyles Breadth of Knowledge
	<ul style="list-style-type: none"> To enable pupils to discover their passions, recognize their potential, and develop the capacity to make goals for their lives to unlock their full potential and achieve their dreams 		✓	✓	<ul style="list-style-type: none"> Provide students with a variety of extra-curricular activities, including music, art, sports, and academic clubs, and opportunities for recognition and advancement. Conduct school assemblies and class assemblies for students in all forms to acquire goal-setting skills. Encourage students to engage in learning using e-Learning strategies before, during, and after lessons. 	<ul style="list-style-type: none"> Healthy Lifestyles Breadth of Knowledge Life Planning Generic Skills

Major Concerns	Targets	Year 1	Year 2	Year 3	Outline of Strategies	Seven Learning Goals
1. Developing students' healthy lifestyles	<ul style="list-style-type: none"> To foster a sense of social responsibility and empathy and encourage students to use their talents and abilities to make a positive impact on others, the community, and the world around them. (Let there be light) 		✓	✓	<ul style="list-style-type: none"> Foster students' faith in action with Christian value and education and emphasizes the need for practical experience. Provide leadership opportunities for students to take on leadership roles in the classroom, and in extra-curricular activities inside and outside school. Explore the possibilities of service learning for lower-form students to help them understand the needs of the local community. Restart the social service requirement for S.3-S.5 students. 	<ul style="list-style-type: none"> Healthy Lifestyles National and Global Identity Generic Skills
2. Strengthening students' learning confidence	<ul style="list-style-type: none"> To stimulate learning motivation and enhance students' confidence in learning 	✓	✓	✓	<ul style="list-style-type: none"> Recognize students' efforts and achievements in learning and formulate a policy and an award system to encourage students, Provide training in Learning Skills to teachers and student leaders to transfer skills to overall students, Organize workshops to enhance students' learning motivation, Provide extension classes on academic subjects to let students explore more interesting subjects. Maximize learning opportunities for higher achievers Strengthen learning support for students with learning needs Align curriculum and assessment to let students gain confidence in learning 	<ul style="list-style-type: none"> Breadth of Knowledge

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
2. Strengthening students' learning confidence	<ul style="list-style-type: none"> To enhance language proficiency 	✓	✓	✓	<ul style="list-style-type: none"> Formulate a policy for enhancing students' reading habit Organize teacher workshops to enhance teaching effectiveness for reading strategies, Provide students opportunities to enhance language proficiency, such as English Ambassadors, PTH Ambassadors, choral speaking, drama, and debate 	<ul style="list-style-type: none"> Language Proficiency
	<ul style="list-style-type: none"> To facilitate students to adapt to the transition of different key stages 	✓	✓	✓	<ul style="list-style-type: none"> Review assessment design Map generic skills across subjects at the same level and across different levels Collect data on students' prior knowledge and skills before they enter S.1 	<ul style="list-style-type: none"> Generic skills

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
3. Nurturing students' citizenship with National and Global Identity	<ul style="list-style-type: none"> To develop students with good moral character with positive values and attitudes 	✓	✓	✓	<ul style="list-style-type: none"> Provide training for teachers and student leaders to develop good moral characters for students, Organize workshops to enhance students' positive values and attitudes, Organize service learning to foster helping spirits among students 	<ul style="list-style-type: none"> National and Global Identity
	<ul style="list-style-type: none"> To help students understand Chinese History, Culture, and National Security Knowledge 	✓	✓	✓	<ul style="list-style-type: none"> Review the JS curriculum to identify the gap in Chinese History, Culture, and National Security Knowledge and reinforce the learning of Chinese history and Chinese culture, Organize exchange tours to enhance students' understanding to understand our country, Provide opportunities for students to show or present their learning outcomes from the curriculum or other activities. 	<ul style="list-style-type: none"> National and Global Identity Breadth of Knowledge
	<ul style="list-style-type: none"> To help students understand the world through global awareness and respect for cultural diversity 			✓	<ul style="list-style-type: none"> Organize activities for students to broaden their horizons about the world, Invite guests from minority groups to share with our students, Organize multicultural activities to provide opportunities for students to broaden their exposure 	<ul style="list-style-type: none"> National and Global Identity