



TWGHs Wong Fut Nam College

School Development Plan

2024/25-2026/27

TWGHs Wong Fut Nam College

1. School Vision and Mission

As a school of the Tung Wah Group of Hospitals, we have a mission to provide comprehensive and multifarious services for young people to exert their full potential 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, equipping young people with the necessary skills and knowledge, and nurturing them to become good citizens with a willing commitment to worthy causes and a genuine concern for social affairs.

We firmly uphold our school motto: "Diligence, Frugality, Loyalty and Faithfulness", which we believe are guiding principles of the moral and intellectual development of our young people. We strive to promote proper values and a positive outlook on life and encourage them to lead a full and rewarding life.

2. School Goals

To achieve the missions, we have set up the following eight school goals which are in three major areas:

Area 1. Intellectual Development

1. Help students build a strong foundation of literacy (reading, writing, listening and speaking) and numeracy.
2. Help students develop higher-level thinking skills (problem solving, decision making, creativity and independent thinking.)
3. Help students develop self-directed learning.

Area 2. Affective and Social Development

1. Help students develop interests in learning and enhance their self-esteem.
2. Help students develop personal and ethical quality (manners, self-management, public spirit and morality).
3. Help students develop interpersonal skills (social cooperation and collaboration) and civic awareness (a sense of civic responsibility and service to community).

Area 3. Physical and Cultural Development

1. Help students develop health awareness and physical well-being.
2. Help students develop hobbies and competence in arts.

In order to attain the school goals, we create a positive learning environment, design quality curriculum, maintain good discipline and guidance work, and provide a variety of extra-curricular activities.

3. School Motto

Diligence 勤

Frugality 儉

Loyalty 忠

Faithfulness 信

4. Holistic Review of School Performance

✚ 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
Major Concern 1: To enhance students' learning abilities and skills in order to better meet the demands of the future world			
Target(s): - To support and motivate students' active learning - To assist teachers in cultivating students' self-directed learning capabilities - To enhance teachers' professional knowledge and attitudes	Fully achieved Fully achieved Partly achieved	Incorporated as routine work Incorporated as routine work Continue to be major concerns in the next SDP, with the targets modified accordingly	
Major Concern 2: To nurture students' positive value, proactive life attitude and willingness to serve			
Target(s): - To reinforce a caring and orderly school environment, deepen teacher-student relationships and reinforce students' belonging to the school - To nurture students' positive values, including acceptance and respect for others, empathy and law-abidingness; and to strengthen service learning to give back to society - To promote National Security Education and exchange activities with Mainland China in order to strengthen students' knowledge and sense of belonging to the country - To bolster the training and mentorship of student leaders	Fully achieved Partly achieved Fully achieved Fully achieved	Incorporated as routine work Continue to be major concerns in the next SDP, with the targets modified accordingly Continue to be major concerns in the next SDP, with the targets modified accordingly Incorporated as routine work	Self-discipline still needs to be strengthened Although fully achieved, sustained consolidation is needed

Major Concern And Target	Extent of the Target Achieved	Follow-up Action(s)	Remarks
Major Concern 3: To preserve and pass on the school's culture and experience			
Target(s): <ul style="list-style-type: none"> - To reinforce a sense of belonging and unity among the school's different stakeholders - To strengthen the training and development of middle-level leaders within the school in order to prepare them for future school leadership roles - To enhance the induction programme for new teachers, enabling them to adapt to school life soon 	<p style="text-align: center;">Fully achieved</p> <p style="text-align: center;">Fully achieved</p> <p style="text-align: center;">Partly achieved</p>	<p style="text-align: center;">Incorporated as routine work</p> <p style="text-align: center;">Incorporated as routine work</p> <p style="text-align: center;">Incorporated as routine work</p>	

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

◆ How good is our students' performance in achieving the seven learning goals?

- Collaborating with professional bodies, including the QSIP, to deepen students' self-directed learning. Through holding seminars and workshops, students were taught and encouraged to use a range of learning strategies and to organize their learning information effectively. Students learned how to use note-taking skills to consolidate and structure what they learned in a lesson. They also explored various learning strategies to enhance their information handling, generalization, analysis, and problem-solving abilities, all in service of strengthening their self-directed learning.
- Teachers make good use of online learning resources to adjust the curriculum and improve the interactivity and engagement of lessons. For example, they utilize e-learning tools such as Google Classroom, Edpuzzle, Kahoot!, and others, in order to raise students' learning motivation. Based on questionnaires collected from students across different subjects, a majority of teachers agreed that the use of e-learning can indeed boost students' learning interest and motivation.
- Google Classroom has been set up and implemented across all subjects, extra-curricular activities, and activity units. Regarding the academic subjects, in order to enhance learning efficacy, all subjects have incorporated pre-lesson activities, in-lesson activities, and post-class reflections on Google Classroom. As for extracurricular activities, all activity units utilize Google Classroom to disseminate information. This helps reinforce teacher-student and student-student interactions, as well as nurture students' information literacy skills.
- With the implementation of the streaming policy, both junior and senior form students have been split from the original 5 classes to 6 classes for language subjects. For Mathematics, junior form students have been split from 5 classes to 6 classes. To cater to this learner diversity, teachers can make adjustments through curriculum tailoring, designing worksheets, arranging homework, and setting extra-curricular activity requirements. These measures can better accommodate the varied learning needs of students and further improve their language and mathematical abilities.
- Our school has a comprehensive evaluation system in place after each test and examination. This includes subject-specific meetings as well as form meetings. Moreover, by comparing the assessment performance across years and among students within the same class, teachers can closely monitor students' progress and tailor their teaching approaches to cater to individual aptitudes. This measure has effectively helped students improve their abilities in various subjects, including language and mathematics.

- All subjects in our school align with the Education Bureau's framework on National Security Education and Values Education. Alongside imparting subject knowledge, the teaching objectives also include cultivating various values, with the aim of raising students' awareness of their national identity, fostering their recognition as global citizens, and promoting a healthy lifestyle.
- Our school is dedicated to promoting reading among our students. Initiatives such as implementing an e-book promotion scheme, setting up library corners, holding book sharing, organising book exhibitions, and allocating class teacher morning reading periods, have been put in place. Additionally, we are participating in the Fire Flies online reading platform, an initiative by the Academy of Chinese Studies. These measures are aimed at developing students' healthy lifestyle habits and consolidating their language abilities and knowledge foundation.
- All subjects are dedicated to promoting extended learning opportunities for our students. This is achieved by organizing subject-specific activities during non-class hours, such as Chinese and Putonghua Week, English Week, STEM Week, and so on. These activities aim to provide supplementary learning opportunities, consolidate lesson knowledge, and strengthen the development of students' generic skills. Additionally, we encourage students to participate in external competitions and activities, such as writing competitions, debating competitions, and robotics competitions. These experiences help to broaden their subject knowledge foundation and enhance their problem-solving abilities and generic skills.
- Our teachers proactively participate in the school's teacher development and subject-specific professional development. These include sharing teaching reflections, practical experiences, and successful strategies to demonstrate effective teaching practices. These efforts are aligned with the school's culture of effective lesson observation, lesson collaboration, and lesson research. The overarching aim of these initiatives is to enhance teaching and learning efficacy, ultimately fostering students' broad knowledge foundation and strong language abilities.
- Through the implementation of e-learning and bring-your-own-device (BYOD) initiatives, all subjects systematically upload learning materials to the school's learning platform. This approach helps to extend and support students' learning opportunities. During lessons, teachers utilize a variety of e-learning tools, which allows them to better understand students' learning levels. This, in turn, enables teachers to effectively modify their teaching strategies to boost students' learning efficacy and increase lesson interaction.
- Our school effectively nurtures students' information literacy through the curriculum and various activities. This approach helps students maintain a balanced perspective, ensuring they are not overly dependent on or unduly attracted by the functionalities of information technology. However, it is observed that students tend to spend relatively long periods of time using electronic devices during their leisure time. This is an area that can

be further improved.

- Students have developed a sense of national identity, and their knowledge of national education has increased. They also understand the importance of national education.
- To promote whole-school national education, the school has set up a National Education Committee. This committee collaborates with other subject panels to launch related activities, such as exhibitions, seminars, and competitions. These initiatives aim to deepen students' knowledge of Chinese culture, the Constitution of the People's Republic of China, and the Basic Law, as well as to raise students' recognition of their national identity. Students have been actively participating in these activities. During the weekly national flag raising ceremony, students demonstrate a serious attitude, abiding by the proper courtesies and attentively listening to the speeches by teachers under the national flag. Furthermore, the school has established a flag-guard team, and students have been actively practicing the flag raising ceremony.
- Students have been eagerly participating in exchange activities, which have enhanced their understanding of the country and sense of belonging.
- Our school has organized various exchange tours to mainland China, such as visits to sister schools and tours of the Greater Bay Area. The school also arranged for our own Athletics Team to go on an exchange tour to Beijing. Students have actively taken part in these activities and enthusiastically share their rewarding experiences with their fellow schoolmates upon returning from the tours.
- Students generally demonstrate good character, are able to distinguish right from wrong, possess moral awareness, and have a strong sense of abiding by rules.
- Through a whole-school approach, all subjects and committees work collaboratively to nurture students' positive values. As a result, students' self-discipline has been improving. On the other hand, students who previously misbehaved are willing to take the advice of teachers, learn the difference between right and wrong, and correct their behaviour.
- Students generally enjoy their school life and are eager to participate in extracurricular activities. They also interact well with their fellow students and teachers, allowing them to feel a sense of care and belonging on campus.
- However, in this post-pandemic era, students' resilience is relatively weak. They tend to feel depressed easily when facing difficulties and setbacks, and they are often worried and anxious about returning to in-person school. Thus, there is a need to enhance students' resilience and nurture their positive emotions. Additionally, many students do not maintain a balanced lifestyle with regular play time, adequate sleep, and sufficient exercise.

Some students have even become addicted to mobile phones and tablets, unable to control their use both at home and school. This lack of self-discipline is a common cause of parent-child conflicts, resulting in strained relationships with their parents. Therefore, there is a need to provide education on information literacy and time management, as well as offer support to parents.

◆ **How good is our school in enriching students' learning experiences for their whole-person development and lifelong learning?**

- Our school has established a Gifted Education Team, organizing multiple alumni sharing sessions and training on study habits. The aim is to assist gifted students in their comprehensive development, enhance their physical and mental well-being, and cultivate them into independent and autonomous learners.
- In addition to classroom teaching, various subjects organise a wide range of extended learning activities, creating diverse learning environments for students to practise their integrated and common skills. Examples include the multimedia arts performance of "Butterfly Lovers" at the Joint Schools Showcase Exhibition, the orchestra performance at the Joint Schools Speech Day and the English musical drama.
- Our school implements a language streaming policy to encourage elite groups to participate in national, Hong Kong, and regional competitions and activities. This aims to further broaden their horizons, strengthen their national and global citizenship identity, and expand their knowledge base and language skills.
- Our school promotes a reading atmosphere by organizing the Reading Passport Scheme, book fairs, tea sharing sessions featuring literature, and author talks. Through interdisciplinary reading activities, we aim to enhance students' interest in reading. Additionally, we continue to develop electronic reading resources and e-newspapers and e-magazines. We also participate in the "Online Reading Program" by the Chinese Culture Research Institute to strengthen students' habitual reading.
- The school has consistently implemented internal teacher training to promote e-learning. This includes introducing interactive tools for the classroom, mastering assessment methods for student levels, and supporting student autonomous learning platforms. We also pilot BYOD (Bring Your Own Device) in various forms, such as by individual teachers, subjects, or classes, to enhance teaching and learning efficiency and facilitate students' self-directed learning.
- Beyond formal classes, our school teaches relevant knowledge and cultivates positive attitudes during morning assemblies, hall assemblies and homeroom periods. In the 2022-23 academic year, we strengthened our media and information literacy education through a grant program called

"My Commitment to Action" from the Quality Education Fund. This initiative includes activities such as a school-based course on media and information literacy, lectures for students and teachers, and visits, aiming at enhancing students' information literacy.

- By participating in the Education Bureau's support programs, our school not only leads interested students to participate in competitions but also conducts annual STEAM interdisciplinary learning activities. This further promotes STEAM education across the school and allows for the practical application of subject knowledge.
- Concerning student growth, we adopt a whole-school participation model, where all subject teams collaborate to cultivate positive values and implement patriotic education. Regarding students' emotional well-being, our school employs a "Three-Tier Support Model" (Universal, Selective, and Targeted levels) to enhance their mental health.
- The Guidance and Counselling Committee organizes various activities, such as exhibitions, lectures, "Mental Health Week," camps, and interest groups, to foster a positive attitude toward life and strengthen students' resilience. In addition, group and individual counselling sessions are provided to support students' emotional needs.
- The Discipline Committee raises students' awareness of obeying rules and laws and cultivates a sense of responsibility and self-discipline among students through the sharing session during morning assemblies and weekly assemblies.
- The Values Education Committee organizes various related activities and designs teaching materials for class teachers, fostering positive values such as self-discipline, responsibility, environmental awareness, and resource conservation among students. In collaboration with the National Education Committee, it promotes national education activities, plans an annual calendar, and coordinates the year-round school-based national education activities. Besides, by working with different committees, it holds a variety of activities such as exchanges with mainland China, national security education seminars and exhibitions, film appreciation, and quiz competitions. These initiatives allow students to understand comprehensively elements related to the nation, gain deeper insights into national conditions, and appreciate Chinese culture. The goal is to cultivate students to become citizens who have a sense of national identity, respect the rule of law, and abide by the law, with significant achievements in this area.
- The Pastoral Care Committee coordinates the school's weekly assembly activities, arranging a wide variety of events for students. They have also specifically designed an OLE course for Form 4 students, which includes a focus on "service learning" to cultivate students' empathy and their

ability to care for and serve others.

- The Life Planning Education Committee helps students understand the importance of career planning education in advance. They systematically guide students from junior forms through different stages to recognize their interests, abilities, and aspirations, assisting them in making informed and suitable career planning choices in the future. Furthermore, they focus on providing information on further studies in mainland China so as to deepen students' understanding of the country's higher education system.
- The Extracurricular Activities Committee coordinates activities for the Student Union, four houses, and every school club, enriching students' learning experiences. They also focus on promoting student leadership training by hosting different leadership training activities, such as "Sailing with the Wind." Besides, they encourage students to participate in external leadership training courses in order to enhance their leadership skills, communication, and collaboration abilities.
- Our school is committed to building a "caring" campus by implementing the "Class Management Project" from junior forms to senior forms and optimizing class management activities. This approach strengthens students' sense of belonging and enhances teacher-student relationships, fostering a harmonious campus atmosphere and a pleasant school life. The Special Education Needs Committee focuses on supporting students with special learning needs, ensuring that they receive necessary assistance and maintaining close communication with parents to counsel them towards healthy growth.
- Our school actively promotes a culture of "heritage" by encouraging senior form students to assist their junior counterparts. Last year's student leaders mentor this year's student leaders, while alumni train current students to become leaders. On top of that, alumni participate in further education seminars to help younger students understand future pathways for further education and employment.
- Our school seeks support from various stakeholders and actively coordinates the Parent-Teacher Association and the Alumni Association. They involve alumni, parent volunteers, and financial sponsorship to co-organize events such as the 60th Anniversary Celebration, Christmas Fun Fair, parent education seminars, and scholarships. Our school not only makes full use of external resources, such as the Student Mental Health Support Scheme and the Healthy School Scheme, but also resources from Tung Wah Group of Hospitals, including educational psychologists, clinical psychologists, and the Ho Yuk Ching Educational Centre, to provide diverse activities and professional support that enrich students' learning experiences and foster their growth.

◆ **How good is our school in leading its continuous improvement and development for students' whole-person development and lifelong learning?**

- Our school is dedicated to continuous team improvement, participating annually in various support programs from the Education Bureau across different subject groups, such as English, Chinese, Mathematics, and STEM education. These initiatives promote subject-based development plans to enhance team growth. Moreover, our school participates in Tung Wah Joint Schools Professional Development Days, which strengthen professional exchanges on various aspects, including educational policy and classroom design. Furthermore, each subject area is required to hold at least two subject-based teacher development activities each academic year to enhance professional communication among colleagues.
- Our school holds Staff Development Days each year to address new trends in educational development. However, the limited frequency and duration of these events prevent in-depth discussion of relevant topics. In view of this, our school systematically arranges for teachers to take relevant courses or attend related seminars, equipping them with professional knowledge and a positive teaching attitude, ultimately providing students with a high-quality learning environment.
- The school has a clear mission and development direction, emphasizing holistic education and prioritizing the cultivation of students' learning abilities, positive values, and moral character as well as encouraging diverse development. This educational philosophy is recognized by both teachers and parents. When establishing the school development plan, our school aligns with Hong Kong's educational goals, the latest educational trends, and specific school needs. We also conduct extensive consultations with various administrative bodies, such as the Staff Meeting and the Executive Consultation Board (ECB). In addition, on Staff Development Days, all teachers engage in group discussions, and evidence and data-driven approaches will be employed to analyse stakeholder surveys, emotional and social performance assessments, and other school-based questionnaire data. This collaborative effort fosters consensus, establishes appropriate development priorities, formulates work objectives, and devises practical strategies. Our school also explains its development direction and major concerns to students, parents, and alumni.
- Our school demonstrates a proactive attitude towards self-evaluation by collecting data using school-based and Education Bureau-provided self-assessment tools, implementing a cycle of "planning, implementation, and evaluation." This is a commendable practice. Subject teams can analyze data in the middle and at the end of the school term, review work progress, and submit evaluation reports, which helps facilitate continuous improvement. In terms of external evaluation, the school leadership's appropriate follow-up and attention to recommendations are key to

promoting effective work. Participation in meetings across different subject teams helps them grasp work progress and provide valuable suggestions and support to foster the holistic development of students. Moreover, our school promotes "self-improvement" among teachers, encouraging them to observe lessons within their subject or across subjects and engage in peer observation. This not only enhances teaching quality but also fosters interdisciplinary collaboration. The annual "Teaching and Learning Questionnaire" provides teachers with a basis for reflection, allowing them to continuously improve their teaching effectiveness based on students' feedback.

- Our school has established effective monitoring mechanisms, allowing management and panel chairpersons to monitor the implementation of the curriculum through classroom observations, checking student assignments, as well as reviewing test and examination papers. We also encourage teachers to exchange teaching insights through peer observations and collaborative teaching. The leadership uses lesson observations, lesson evaluations, patrols, homework checks, and participation in various subject meetings, combining these with subject teams' performance review reports and assessment data to grasp the progress of each subject team. This enables them to provide appropriate suggestions, ensuring that each subject team effectively responds to the school's concerns and development goals. Our school places great importance on human resources training. The principal and vice-principals continuously meet with different teachers to listen to their needs and encourage them to participate in professional development programs and the "T Standards." They also help teachers draft personal continuous development plans while upholding professional ethics and values. Our school regularly provides information on further education and arranges professional development activities that align with school development and student needs. Additionally, the "New Teacher Induction Program" is implemented to help new teachers adapt to the new working environment, yielding positive results.
- Our school effectively allocates manpower and resources, utilizing grants flexibly and strategically developing and using external resources. We participate in the Education Bureau's school-based support programs to promote teaching research and enhance professional training. For example, this includes support services for the development of school-based curricula (in Science, Technology, Engineering, and Mathematics (STEM) education), language teaching support (for English), and on-site professional support services for secondary and special schools (in Mathematics education curriculum leadership learning communities).
- Our school has a clear hierarchical organizational structure, with well-defined roles among different subject departments. Each subject department has a clear handbook regularly updated to ensure the smooth operation of daily affairs and various subject department activities. We have established the working group under the "National Education Steering Committee". Under the leadership of the principal, the working group

comprehensively reviews the school's implementation of national security education. Strategies and measures are developed in areas such as school administration, personnel management, staff training, teaching and learning, student counseling and support, and parent-school collaboration. Additionally, a "National Education Committee" has been set up to focus on promoting and conducting national education activities, fully mobilizing teachers to contribute to building a safe and orderly campus learning environment, and enhancing students' patriotic education.

How Can My School Be Better

◆ **What are our students' needs?**

- Strengthen catering for learner diversity and reinforce learning foundation.
- Optimize assessment policies to enhance learning effectiveness through diverse methods.
- Foster students' sense of patriotism and understanding of Chinese history and culture.
- Strengthen students' "positive and proactive" values, encouraging self-awareness, acceptance, and care.
- Enhance students' resilience by helping them recognize and manage emotions and stress.
- Cultivate a positive attitude towards interactions with classmates, understanding and respecting personal boundaries, and improving communication skills to respect and care for others.
- Encourage students to lead a healthy lifestyle with a structured routine, enhancing their "time management" skills.
- Strengthen students' "information literacy" education, enabling them to critically evaluate media information, discern truth from falsehood, respect intellectual property and personal privacy, and develop self-discipline for appropriate use of mobile phones and tablets.

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

- Our school has a clear development direction and school mission, with transparent decision-making regarding its development strategy. A self-evaluation mechanism has been established to systematically collect school-based self-evaluation data and utilize evaluation tools provided by the education bureau. This allows for the analysis of student needs and the school's strengths and weaknesses, enabling the assessment of work effectiveness and the prioritization of development focuses. The school will further implement recommended measures to "optimize the school development and accountability framework," promoting data-driven principles among subject groups. This includes reflective practices through self-evaluation, ensuring that subject departments align closely with the school's major concerns and development priorities. In their work plans, specific strategies, assessment methods, and success criteria will be formulated to focus on evaluating work effectiveness. Consequently, concrete follow-up plans will be developed to ensure the implementation of a self-evaluation cycle of "planning, execution, and assessment."
- The principal effectively leads the school in continuous development, while the vice principals provide strong support for subject departments in

implementing school policies and monitoring their work. The working relationship between middle management and teachers is harmonious, enabling effective support for teachers in executing school policies. The school allocates human resources efficiently in response to development needs, striving to align with teachers' ranks, career aspirations, and areas of expertise, thereby helping them realise their potential and develop their professional pathways. Our school not only adopts measures such as staff development days, peer observations, and teaching assistance, but also participates in the Education Bureau's school-based support programs to promote professional exchanges. Our school's performance appraisal system adheres to the regulations of the Education Bureau and the guidelines of the sponsoring body, providing appropriate support and development suggestions for teachers through ongoing monitoring and interviews by appraisers. This assists teachers in formulating continuous development plans that meet both personal and school development needs. In view of an increase in the number of retiring teachers, the school will strengthen training for second-tier teaching staff and middle management staff to ensure smooth succession and facilitate ongoing development.

- Our school can flexibly utilize various grants with specific purposes to support teachers in organizing activities and maintain close connections with the Alumni Association and Parent-Teacher Association. This helps different stakeholders understand and identify with the school's development direction, bringing in various resources. We also introduce training resources from external organizations and participates in the Education Bureau's school-based support programs to promote teaching research and enhance professional training. For instance, these include school-based curriculum development support services (in Science, Technology, Engineering, and Mathematics (STEM) education), language teaching support (English Language), and on-campus professional support services for secondary and special schools (Mathematics education curriculum leadership learning communities).
- Besides, our school receives various forms of support from the sponsoring body, such as overseas and mainland exchange tours, inter-school competitions organized by Tung Wah, services from educational and clinical psychologists, scholarships, etc. This support meets students' growth needs, broadens their horizons, enriches their learning experiences, and develops their diverse potential.

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

- Based on the outcomes of discussions among all teachers during the Staff Development Days, combined with self-evaluation data and the annual plans from different subject departments, our school has identified two major concerns. The first major concern is about students' learning needs, while the second pertains to their growth needs. The development focus of the former is "to cultivate students' effective use of diverse

strategies to enhance learning effectiveness and inspire potential." The development focus of the latter is "to strengthen patriotism and help students establish healthy and orderly lifestyle, hence enhancing resilience." Over the next three years, each subject department will be required to implement specific work strategies related to these two major concerns in their annual plans and review them regularly to promote students' holistic development and lifelong learning.

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

◆ The major concerns in order of priority are:

- 1. Cultivating students' ability to utilize diverse strategies to enhance learning effectiveness and unlock their potential.**
- 2. Strengthening patriotism and assisting students in establishing healthy and disciplined lifestyle habits to enhance resilience.**

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		
1. Cultivate students to effectively use diverse strategies to enhance learning effectiveness and unleash potential.	(1) Students effectively use classroom materials, engage in classroom learning, and continuously progress according to their abilities and pace.	✓	✓	✓	<ul style="list-style-type: none"> ● Under the streaming policy, Chinese, English and Mathematics practiced "Catering for Learner Differences" with the strategies like curriculum tailoring, teaching strategies and homework arrangement. ● For the subjects other than Chinese, English, and Mathematics, we implement "Catering for Learner Differences" within the class to take care of students' learning diversity. 	<ul style="list-style-type: none"> ● Breadth of Knowledge ● Language Proficiency ● Generic Skills ● Information Literacy

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. Cultivate students to effectively use diverse strategies to enhance learning effectiveness and unleash potential.	<p>(2) Students can apply what they have learned from gifted education activities or courses to unleash their potential, set goals, and strive for excellent performance.</p> <p>(3) Students can use the enrichment strategies implemented by teachers to improve their learning performance.</p>	✓	✓	✓	<ul style="list-style-type: none"> ● The Gifted Education Unit optimizes the talent pool. ● The Gifted Education Unit continues to encourage students to participate in internal and external gifted development and training courses. ● Each subject incorporates gifted education elements into the classroom, such as diversified and challenging classroom activities, to inspire students to think and realise their talents. In addition, adaptive teaching strategies, such as tiered assignment, etc., are used to provide appropriate care for students with outstanding talents in different learning areas. ● Each subject group encourages gifted students to participate in large-scale external competitions and activities to broaden their horizons. 	

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. Cultivate students to effectively use diverse strategies to enhance learning effectiveness and unleash potential.	<p>(4) Students can use the enrichment strategies implemented by teachers to improve their learning performance.</p> <p>(5) Students can effectively use e-learning strategies to enhance interaction between teachers and students, as well as among students, to improve learning effectiveness and autonomous learning spirit.</p>	✓	✓	✓	<ul style="list-style-type: none"> ● Class teachers and subject groups strengthen the teaching of students' self-directed learning strategies, including concept mapping, note-taking techniques, and time management, to enhance the spirit of independent learning among students. ● Subject groups effectively utilize e-learning strategies, classroom software, and assignment submission platforms to continue optimizing the BYOD policy, enhancing students' preparation before class, classroom interaction, and post-class extension through information technology. ● Subject groups promote interactive learning among students, strengthening their ability to present learning outcomes and further cultivating their spirit of self-directed learning. 	

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. Cultivate students to effectively use diverse strategies to enhance learning effectiveness and unleash potential.	<p>(6) Students participate in reading activities within and outside the school, making good use of their time to enrich their learning experiences.</p> <p>(7) Students can expand their reading scope, increase their reading volume, and improve the quality of their reading.</p> <p>(8) Students can enhance their interest in reading both printed and electronic books.</p>	✓	✓	✓	<ul style="list-style-type: none"> ● The library, in collaboration with various subject groups, organizes different activities, including book-themed tea sessions, Reading Passports, reading recommendations, and public sharing (such as morning assemblies), to promote a reading culture. ● The library continues to provide reading resources, including physical books and e-reading software. ● Each subject group formulates subject-specific reading plans, including book reports and oral presentations, to enhance the quality of students' reading. ● The Chinese Language Department collaborates with the subject head to implement a library corner system, encouraging a reading culture within the classroom. ● Different subject groups strengthen collaboration to promote cross-disciplinary reading. ● Efforts to promote reading are enhanced, such as through the Campus TV. 	

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
2. Strengthen patriotic sentiments, help students establish healthy and orderly living habits, and enhance resilience.	(1) Help students expand their international perspectives, understand the excellent Chinese culture, enhance their national identity, and strengthen their patriotic sentiments.	✓	✓	✓	<ul style="list-style-type: none"> ● Subject groups organize diverse activities to deepen students' understanding of Chinese history and culture, promoting their awareness and fostering a sense of patriotism. ● Students are encouraged to participate in both domestic and international exchange programs to broaden their horizons and learn about different cultures around the world. ● Strengthening connections with sister schools, exchange programs are organized for students to conduct field studies and gain firsthand experience of national conditions. Allowing them to share their insights upon returning to school, thereby enhancing their sense of patriotism. 	<ul style="list-style-type: none"> ● Information Literacy ● Healthy Lifestyle ● Generic Skills ● National and Global Identity ● Breadth of Knowledge

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
2. Strengthen patriotic sentiments, help students establish healthy and orderly living habits, and enhance resilience.	<p>(2) Help students establish self-disciplined and ordered learning and daily routines; encourage students to participate in diverse extracurricular activities to discover their potential and achieve holistic development.</p> <p>(3) Help students understand their own emotions, strengthen their ability to manage emotions and solve problems; enhance students' sense of belonging to the school, build good interpersonal relationships, and create a caring and positive atmosphere in the school to enhance students' resilience.</p>	✓	✓	✓	<ul style="list-style-type: none"> ● Strengthen students' time management skills to help them "set goals, prioritize tasks, and allocate time," establishing an organized learning lifestyle. ● Different subject groups introduce the concept of healthy living through curricula and related activities, fostering students' physical, mental, and spiritual well-being. ● Subject groups organize diverse activities to allow students to develop their potential, showcase their strengths, and balance academic learning with extracurricular development. ● Enhance students' education in "information literacy," encouraging critical thinking and discernment when facing media messages; respecting intellectual property and personal privacy; establishing self-discipline, and using mobile devices appropriately to cultivate healthy and positive use of information technology. 	

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"> ● Organize activities related to "Positive Resilience" for students and parents to cultivate a positive attitude towards adversity among students. Promote cooperation between home and school to enhance students' resilience. ● Strengthen "Emotional Education" for the junior form students to help students understand their emotions and how to manage them. ● Enhance career planning education in senior forms: enable students to understand their interests and abilities, consider their educational pathways, set learning goals, and manage their time to alleviate the academic pressures. ● Organize resilience-building activities, such as adventure training and leadership camps, to strengthen students' resilience through facing challenges and overcoming difficulties. ● Reinforce a caring atmosphere in the school, promoting mutual respect and inclusion, enhancing students' sense of belonging, and establishing a positive attitude in schools. 	