



Christian Alliance Cheng Wing Gee College Annual School Plan 2023-24

Theme: Arise, Shine!

School Vision and Mission

Based on Christian ethos, the unified team of devoted, collaborative staff members of the school advocates whole-person and balanced education in the areas of spirituality, ethics, intellect, physique, social skills and aesthetics. It is hoped that our students can develop self-confidence, self-discipline and self-learning spirit in a supportive and encouraging environment. At the same time, we aim to help our students learn the redemption gospel, understand life-guiding principles, learn to be well-mannered, think discreetly and show discernment, act swiftly and be healthy, know how to appreciate others and artistry, love their families and community, contribute to the country and ultimately glorify God and benefit mankind.

Major Concerns

1. Pursuing Academic Excellence through Effective Teaching and Learning
2. Empowering students to be their own remarkable – be positive, be committed, be connected
3. Improving administrative work efficiency and building up Professional Learning Community

1. Major Concern 1: Pursuing Academic Excellence through Effective Teaching and Learning

School-based Self Evaluation Results for Major Concern 1:

1.1	Enhancing the effectiveness of classroom teaching	Score 3.5 out of 4
1.2	Equipping students with skills/habits/attitude for effective learning	Score 2.5 out of 4
1.3	Enhancing the School's English Environment	Score 3 out of 4
Overall Major Concern 1		Score 3 out of 4

Based on the School Self-evaluation data, satisfactory progress was shown in the implementation of major concern 1 last year. Thus, relevant strategies with minor updates will continue to be implemented in the 2023-24 academic year.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
1.1 Enhancing the effectiveness of classroom teaching	1.1.1 Organizing schoolwide in-house professional development programmes for enhancing teaching effectiveness	At least 70% of teachers agree that the programme contents can improve their teaching effectiveness	<ul style="list-style-type: none"> ● Programme evaluations ● School records ● Teacher evaluation questionnaire ● Department/Subject evaluation meetings 	Sep 23 – Aug 24	ESD Various Subject Panels	Financial Support
	1.1.2 Establishing an interflow culture via professional sharing within individual subjects and peer observations	Professional sharing is arranged in each subject meeting At least 2 peer observations are conducted for each teacher annually At least 70% of teachers agree that the professional sharing within individual subjects and peer observations can establish an interflow culture				
	1.1.3 Developing effective subject-based classroom teaching pedagogies via <ul style="list-style-type: none"> ● identifying and conducting essential lesson components ● establishing teaching routine ● designing effective pre-lesson work/homework/post-lesson assessments across all levels 	All subjects have developed and well-stated in subject annual plan/meeting minutes the subject-based classroom teaching pedagogies for enhancing teaching effectiveness in the aforementioned areas Subject-based classroom teaching pedagogies can be observed in lesson observations At least 70% of teachers agree that the implemented pedagogies can elicit the	<ul style="list-style-type: none"> ● Subject evaluation meetings ● Lesson observation records 	Sep 23 – Jun 24	Various Subject Panels	

		<p>following measures of teaching effectiveness:</p> <ul style="list-style-type: none"> ● Students have the motivation to learn in classroom ● Students can master the learning contents in classroom ● Students' diversified learning needs are addressed 				
	<p>1.1.4 Operating pull out subject-based programmes for high achievers and less able students to cater for learning diversities</p>	<p>Subject panels arrange at least 1 programme for elite group and 1 for remedial group</p> <p>At least 70% of participants show improvement in their assessments after the programmes</p> <p>At least 70% of participants find the programmes useful to their studies</p>	<ul style="list-style-type: none"> ● Assessment records of participants ● Student evaluation questionnaire 	Sep 23 – Jun 24	Various Subject Panels	Financial Support
<p>1.2 Equipping students with skills/habits/ attitude for effective learning</p>	<p>1.2.1 Enforcing subject-based strategic plans to establish students with good learning skills/habits via</p> <ul style="list-style-type: none"> ● pre-lesson preparation ● note-taking in lessons ● active lesson participation with enhanced teacher-student and student-student interactions <p>Established learning skills/habits can be observed in lesson observations and exercise book inspections</p> <p>Subject teachers display good notes on notice board</p>	<p>All subjects have developed and well-stated in subject annual plan/meeting minutes the subject-based strategic plans to establish students with good learning skills/habits for enhancing learning effectiveness in the aforementioned areas</p>	<ul style="list-style-type: none"> ● Subject evaluation meetings ● Lesson observation records ● Exercise book inspection records 	Sep 23 – Jun 24	Various Subject Panels	
	<p>1.2.2 Organizing form-based programmes to equip students with good learning skills/habits/attitude for life-long learning</p> <p>S.1: Note-taking Skills (AP) S.2&3: Career and Life Planning (CPD)</p>	<p>At least 70% of students agree that the programmes can help them establish good learning skills/habits/attitude for life-long learning</p>	<ul style="list-style-type: none"> ● Programme evaluation ● Teacher evaluation questionnaire ● Student evaluation questionnaire 	Sep 23 – Jun 24	Academic Pursuit Sub-committee (AP) CPD GCD	Financial Support

	S.4&5: Learning Persistence (GCD) S.5&6: Habits and Skills in Public Exam (AP&GCD) Career and Life Planning (CPD)					
1.2.3	Promoting active classroom learning by strengthening subject-based e-learning strategies	<p>All subjects have developed and well-stated in subject annual plan/meeting minutes the subject-based e-learning strategies to promote active classroom learning</p> <p>At least 70% of teachers agree that the subject-based e-learning strategies can promote active classroom learning among students</p> <p>At least 70% of students agree that e-learning strategies in subjects can facilitate them to learn actively</p>	<ul style="list-style-type: none"> ● Department/Subject evaluation meetings ● Lesson observation records ● Student evaluation questionnaire ● Student assessment performance 	Sep 23 – Jun 24	ICT Various Subject Panels	
1.2.4	Developing at least ONE self-directed learning unit per year for students with the use of information technology at S.1-3 curriculum followed by student presentations and assessments	<p>At least 70% of teachers agree that students can use information technology to learn the unit themselves</p> <p>At least 70% of students agree that they have the skills to learn by using the information technology</p> <p>At least 70% of students can pass in the assessments</p>				

<p>1.3 Enhancing the School's English Environment</p>	<p>1.3.1 Strengthening the effectiveness of using English as the MOI in classroom teaching and learning via</p> <ul style="list-style-type: none"> ● nominating teachers to participate relevant courses from external education bodies ● enhancing the collaboration between English Language Panel and S.1 subjects using English as the MOI with the Language-Across-the-Curriculum (LAC) approach ● establishing subject-based strategies to bridge the transition in studies for S.1 and S.4 students 	<p>Teachers of subjects using English as the MOI are nominated to attend external relevant courses on reception</p> <p>At least 70% of S.1 teachers of subjects using English as the MOI agree that the language skills learnt in English Language lessons is useful in learning the content in the EMI subjects</p> <p>At least 70% of S.1 students find the Summer English Bridging Programme helpful to face the transition in their studies</p> <p>All S.1 and S.4 subjects using English as the MOI have developed and well-stated in subject annual plan/meeting minutes the subject-based strategies to bridge the transition in studies for S.1 and S.4 students</p> <p>At least 70% of teachers agree that the subject-based strategies can bridge the transition in studies for S.1 and S.4 students</p> <p>At least 70% of S.1 & S.4 students agree that the subject-based strategies are helpful in bridging the transition in their studies</p>	<ul style="list-style-type: none"> ● School records ● Programme evaluation ● Subject evaluation meetings ● Teacher evaluation questionnaire ● Student evaluation questionnaire 	<p>Sep 23 – Aug 24</p>	<p>English Across Curriculum Sub-committee EMI Subject Panels</p>	<p>University Support</p>
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1.3.2	<p>Promoting the reading across the curriculum (RAC) to enhance the English language-rich environment with the collaboration among the school library, English Language Panel and EMI subjects via</p> <ul style="list-style-type: none"> ● teaching reading skills at junior levels in English language lessons ● conducting reading activities at the whole-school level by the school library to promote reading of different text structures in different EMI subjects, echoing the skills learnt in English language lessons 	<p>At least 70% of students at junior levels agree that the reading skills learnt are useful in reading English books</p> <p>One reading activity per term will be held to promote reading</p> <p>English reading materials will be recommended/introduced during reading time</p> <p>At least 70% of students agree that they show more interest to reading English books recommended in the library by different subjects</p>	<ul style="list-style-type: none"> ● Activity evaluation ● Sub-committee/ Subject evaluation meetings ● Student evaluation questionnaire 	Sep 23 – Aug 24	Library English Lang Panel EMI Subject Panels	
1.3.3	<p>Organizing fun-based English-rich activities to cultivate an English-rich environment as follows:</p> <ul style="list-style-type: none"> ● conducting different schemes/activities to cultivate an English-rich environment ● implementing the school-base curriculum: English-for-Fun at S.1 level ● operating the Self-Access Learning Center to promote learning English by participation 	<p>More than 70% of teachers and students agree that a more English-rich environment has been fostered</p> <p>More than 70% of students show interest and good participation in schemes/activities</p> <p>S.1 students give positive feedback and participate well in lessons</p> <p>Students give positive feedback and participate well in the activities run by the Self-Access Learning Centre</p>	<ul style="list-style-type: none"> ● Activity evaluation ● Sub-committee/ Subject evaluation meetings ● Student evaluation questionnaire 	Sep 23 – Aug 24	English Environment Sub-committee English Lang Panel EMI Subject Panel	

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

School-based Self Evaluation Results for Major Concern 2:

2.1	Enhancing the effectiveness of classroom teaching	Score 3 out of 4
2.2	Equipping students with skills/habits/attitude for effective learning	Score 3 out of 4
2.3	Enhancing the School's English Environment	Score 3 out of 4
Overall Major Concern 1		Score 3 out of 4

The School Self-evaluation data indicated that major concern 2 made satisfactory progress in the previous year, and the corresponding strategies with minor modifications will be continued to be implemented in the 2023-24 academic year.

Targets	Strategies/ Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.1 Being Positive To cultivate in students a set of positive values through the formal curriculum, informal curriculum and Pastoral Care programmes	2.1.1 Foster a shared vision and mission among teachers on What, Why and How of Life Education (LE)					
	a. Strengthen teacher capacity for promoting LE through continuous professional development	<ul style="list-style-type: none"> Over 80% of teachers attend relevant CPD workshops/ courses/ programmes on LE 	<ul style="list-style-type: none"> Record of teacher trainings 	Sept 23 – July 24	SPD	-
	b. Identify specific positive values as the Theme of the Year	<ul style="list-style-type: none"> Core theme and form-based focuses are identified with respect to the developmental needs of students 	<ul style="list-style-type: none"> Review at evaluation meetings 	Sept 23 – Dec 24	LEU	-
	c. Formulate plan for curriculum integration in life education, values education (including national education) and religious education	<ul style="list-style-type: none"> Specific set of LE elements under various domains is incorporated into Biblical Studies and L&S curriculum 	<ul style="list-style-type: none"> Scrutiny of LE curriculum inventory Review at evaluation meetings 	Sept 23 – Dec 24	LEU CMN NSE ROD ACD	-
	d. Create curriculum time for promoting LE at the school level (regular CT periods, morning assemblies and hall assemblies as well as OLE, LWL and CCA activities)	<ul style="list-style-type: none"> Different learning strategies for S.1 students to facilitate fellowship activities Morning assemblies and hall assemblies are re-arranged to create ample opportunities for the promotion of LE Regular CT periods are reserved for CTs to promote LE 	<ul style="list-style-type: none"> Feedback of CTs in Form coordination meetings 	Sept 23 – July 24	LEU CMN ROD FC	-

e. Refine and enrich LE teaching plans and resource packs for class teachers	<ul style="list-style-type: none"> ● Not less than 20 LE teaching plan & resources packs are prepared 	<ul style="list-style-type: none"> ● Scrutiny of teaching material 	Sept 23 – June 24	LEU	-	
2.1.2 Adopt a whole school approach where subject panels and executive departments incorporate positive values into their respective curricula and programme plans.						
a. Subject panels identify relevant learning elements and adopt diversified teaching strategies to promote positive values.	<ul style="list-style-type: none"> ● All subject panels incorporate positive values into the curriculum at each level 	<ul style="list-style-type: none"> ● Scrutiny of LE curriculum inventory ● Review at evaluation meetings 	Sept 23 – July 24	All subject panels		
b. Executive departments organize activities to create authentic learning opportunities for students to demonstrate positive behaviours.	<ul style="list-style-type: none"> ● All departments under the student support domain organize activities to promote positive values 	<ul style="list-style-type: none"> ● Scrutiny of LE curriculum inventory ● Review at evaluation meetings 	Sept 23 – July 24	All departments under student support domain	EOEBG LWLG SASG LSG	
c. Facilitate collaboration among subject panels and executive departments.	<ul style="list-style-type: none"> ● Reviews constantly on the implementation plan and its learning effectiveness 	<ul style="list-style-type: none"> ● Scrutiny of LE curriculum inventory ● Review at evaluation meetings 	Sept 23 – July 24	LEU Student Support Coordination Committee	EOEBG LWLG SASG LSG	
2.1.3 Devise school-wide theme-based programmes to provide students opportunities to understand, reflect on, and put into practice the positive values and attitudes.						
a. “Healthy School Programme” – a government funded scheme for developing students’ healthy habits	<ul style="list-style-type: none"> ● Over 70% of students agree that the thematic activities can help promote healthy habits, positive values & attitudes 	<ul style="list-style-type: none"> ● Students’ reflection ● Questionnaires ● Review at evaluation meetings 	Sept 23 – April 24	CMN	Fund from Security Bureau	
b. “Gratitude Programme 2.0” – a QEF project for promoting positive values	<ul style="list-style-type: none"> ● Over 70% of students agree that the thematic activities can help promote positive values & attitudes 	<ul style="list-style-type: none"> ● Students’ reflection ● Questionnaires ● Review at evaluation meetings 	Sept 23 – April 24	GCD	QEF	
c. “自肥企劃 3.0” – student making personal pledges with action plans	<ul style="list-style-type: none"> ● Over 70% of the respective students agree that the activities can help promote positive values & attitudes 	<ul style="list-style-type: none"> ● Students’ reflection ● Questionnaires ● Reviews at evaluation meetings 	Sept 23 – July 24	CMN LEU C&S	CSG	
d. “My Values, my Attitudes” – student sharing on every Mon morning assembly	<ul style="list-style-type: none"> ● Over 70% of the respective students agree that the sharing sessions enhance their reflection on the values 	<ul style="list-style-type: none"> ● Students’ reflection ● Questionnaires ● Reviews at evaluation meetings 	Sept 23 – June 24	CMN		

	e. "Day by Day" – Christian faith sharing on every Wed morning assembly	<ul style="list-style-type: none"> Over 70% of the respective students agree that the sharing sessions enhance their reflection on the values 	<ul style="list-style-type: none"> Students' reflection Questionnaires Reviews at evaluation meetings 	Sept 23 – June 24	ROD	
2.2 Being Committed To sustain and deepen students' sense of commitment with respect to their roles in their personal lives, society and country	2.2.1 Engage students with a well-balanced development of academic pursuit, co-curricular activities and leadership training so as to empower them to be responsible members of the school					
	a. Partnership with NGOs to run workshops or training courses to unleash students' academic and non-academic potential	<ul style="list-style-type: none"> Over 70% of the respective students agree that the NGOs' workshops or training courses are helpful 	<ul style="list-style-type: none"> Questionnaires Reviews at evaluation meetings 	Sept 23 – July 24	ACD CCA CMN CPD	LSG LWLG SASG
	b. Enrich students' learning experiences with a wide spectrum of CCA engagement to cater for their intellectual, sports and cultural interests	<ul style="list-style-type: none"> The number of interest clubs / CCA bodies increases Students demonstrate keen interests in CCA participation 	<ul style="list-style-type: none"> Questionnaires Enrollment and attendance records of CCA 	Sept 23 – July 24	CCA	EOEBG LWLG SASG
	c. Provide opportunities for students to display their talents, e.g. talent show, musical performance and public speaking	<ul style="list-style-type: none"> Various platforms are explored for students to display their unique talents 	<ul style="list-style-type: none"> Students' reflection Questionnaires Reviews at evaluation meetings 	Sept 23 – July 24	ACD CCA FC All CTs	EOEBG LWLG SASG
	d. Mobilize various functional groups to provide thematic leadership training programmes for student leaders	<ul style="list-style-type: none"> All functional groups provide thematic leadership training to their student leaders Over 70% of the respective students agree that the training courses help unleash their leadership potential 	<ul style="list-style-type: none"> Students' reflection Questionnaires Reviews at evaluation meetings 	Sept 23 – Aug 24	CMN GCD CPD CCA DID ROD	EOEBG LWLG SASG Funding from Home Affairs Department
	e. Provide various opportunities for student leaders to display their leadership competences	<ul style="list-style-type: none"> Various opportunities are explored for students to display their leadership competences Over 70% of the respective students agree that the opportunities help display 	<ul style="list-style-type: none"> Students' reflection Questionnaires Reviews at evaluation meetings 	Sept 23 – Aug 24	CMN GCD CPD CCA DID ROD	EOEBG LWLG SASG

		their leadership competences				
f.	Refine-frameworks for the leadership ladder to develop students' leadership potential and competences	<ul style="list-style-type: none"> ● Provide opportunities for junior form students to serve as leaders/ committee members 	<ul style="list-style-type: none"> ● Students' reflection ● Questionnaires ● Reviews at evaluation meetings 	Sept 23 – July 24	CCA	-
g.	Enhance with the peer-mentoring scheme to foster co-working between senior and junior committee members	<ul style="list-style-type: none"> ● Over 70% of the respective students agree that the peer-mentoring scheme facilitate effective collaboration among committee members 	<ul style="list-style-type: none"> ● Students' reflection ● Questionnaires ● Reviews at evaluation meetings 	Sept 23 – July 24	CMN GCD CPD DID ROD CCA All service groups	-
h.	Renew and promote different award scheme to promote students' all-round development	<ul style="list-style-type: none"> ● New award schemes being introduced (both inside & outside school) ● CTs & STs nominate at least 1 student to join 	<ul style="list-style-type: none"> ● Reviews at evaluation meetings ● Nomination & participation rate of the award scheme 	Sept 23 – July 24	CMN FC	EOEBG LWLG SASG
i.	Promote the Competent Leader Award Scheme to recognize outstanding CCA performance.	<ul style="list-style-type: none"> ● Number of enrollment to the Competent Leader Award Scheme is increased 	<ul style="list-style-type: none"> ● Participation rate of the award scheme 	Sept 23 – July 24	CCA	EOEBG LWLG SASG
2.2.2 Formulate developmental programmes in strengthening students' social awareness and their commitment to serving the community						
a.	Organize experiential learning activities to broaden students' perspectives and sharpen their awareness of the needs of the society	<ul style="list-style-type: none"> ● Students demonstrate keen interests in the experiential learning activities ● Students participate at least one voluntary service and community service in each term 	<ul style="list-style-type: none"> ● Students' reflection ● Questionnaires ● Reviews at evaluation meetings 	Sept 23 – July 24	All subject panels All departments under student support domain All CTs	EOEBG LWLG SASG
b.	Promote iCare 14 Community Services and Exposure Programme to engage students actively in social services	<ul style="list-style-type: none"> ● Number of students enrolling the iCare 14 Community Services and Exposure Programme is increased 	<ul style="list-style-type: none"> ● Enrollment record of iCare 14 Community Services and Exposure Programme 	Sept 23 – July 24	CMN Community Exposure Committee	EOEBG LWLG SASG

	c. Promote award scheme to recognize keen social service participation	<ul style="list-style-type: none"> ● Number of enrollment to the award scheme is increased 	<ul style="list-style-type: none"> ● Participation rate of the award scheme 	Sept 23 – July 24	CMN Community Exposure Committee	EOEBG LWLG SASG
2.2.3 Implement National Security Education (NSE) to enable students to develop a sense of national identity and be committed to caring and contributing to the country.						
	a. Empower a working group to take charge of the planning and coordination work in promoting NSE	<ul style="list-style-type: none"> ● A NSE working group is empowered to enhance curriculum coordination and planning at school level 	<ul style="list-style-type: none"> ● Scrutiny of NSE annual plan 	Sept 23 – July 24	NSE	-
	b. Enhance teachers' professional development on NSE	<ul style="list-style-type: none"> ● Over 80% of teachers attend relevant CPD workshops/ courses/ programmes on NSE 	<ul style="list-style-type: none"> ● Record of teacher trainings 	Sept 23 – July 24	SPD	-
	c. Establish the monitoring mechanism for regular review of learning and teaching resources	<ul style="list-style-type: none"> ● All teachers archive their work plans, selected or self-compiled teaching materials, question papers for tests and examinations 	<ul style="list-style-type: none"> ● School server record ● Questionnaires ● Reviews at evaluation meetings 	Sept 23 – July 24	NSE All teachers	-
	d. Organize learning activities to strengthen students' national identity & their understanding of modern China <ul style="list-style-type: none"> ◇ Mainland Study Tours ◇ Sister School Programme ◇ Exchange/ Service programmes ◇ Sharing after Mainland Study Tours ◇ Sharing after Flag-hoisting Ceremony 	<ul style="list-style-type: none"> ● Student actively take part in the activities and show concern for the motherland 	<ul style="list-style-type: none"> ● Students' reflection ● Questionnaires ● Reviews at evaluation meetings 	Sept 23 – July 24	ACD LED CMN C&S FC All CTs Sister-school Team	CSG SSSG LWLG
2.3 Being Connected To promote positive school connectedness at the individual, classroom and school	2.3.1 Conduct an array of class-based, inter-class, inter-house along with student-led activities to build up class spirit, peer bonding and student-teacher rapport.					
	a. Extend Super Class Award Scheme to cover a wide range of activities and competitions	<ul style="list-style-type: none"> ● Super Class Award Scheme is extended to cover a wide range of activities and competitions under the five specific domains 	<ul style="list-style-type: none"> ● Record of activities under Super Class Award Scheme 	Sept 23 – July 24	VP SAD	EOEBG LWLG SASG
	b. Class-based activities, e.g. <ul style="list-style-type: none"> ◇ All Good Day ◇ Picnic Day ◇ Study Group 	<ul style="list-style-type: none"> ● At least 2 class-based student-led activities are initiated by the class unions ● Students show active 	<ul style="list-style-type: none"> ● Students' reflection ● Questionnaires ● Reviews at evaluation meetings 	Sept 23 – July 24	LED FC All CTs	EOEBG LWLG SASG

level to sustain a caring school climate		participation, team spirit and collaboration in activities				
	c. Inter-class competition, e.g. <ul style="list-style-type: none"> ✧ Bulletin Board Design ✧ Discipline Campaign ✧ Super Class Award Scheme 	<ul style="list-style-type: none"> ● Over 70% of students agree that the activities promote positive peer relationships ● Over 70% of teachers agree that student-teacher relationship are strengthened 	<ul style="list-style-type: none"> ● Students' reflection ● Questionnaires ● Reviews at evaluation meetings 	Sept 23 – July 24	DID FC All CTs	EOEBG LWLG SASG
	d. Inter-house competition, e.g. <ul style="list-style-type: none"> ✧ Singing Contest ✧ Sport Competition ✧ Positive School Inter-house Ball Game ✧ National Education Quiz Contest 	<ul style="list-style-type: none"> ● Over 70% of students agree that the activities promote positive peer relationships ● Over 70% of teachers agree that student-teacher relationship are strengthened 	<ul style="list-style-type: none"> ● Students' reflection ● Questionnaires ● Reviews at evaluation meetings 	Sept 23 – July 24	CCA CMN NSE	EOEBG LWLG SASG
	2.3.2 Establish sustainable school, family, church and community partnerships to provide students with diversified learning opportunities and a wider social exposure					
a. Church-school collaboration <ul style="list-style-type: none"> ✧ Talent Development Scholarship Scheme ✧ Co-work for BK teaching ✧ Fellowship and cell groups ✧ Gospel Week 	<ul style="list-style-type: none"> ● Students demonstrate keen interests in joining the learning activities ● Over 70% of the respective students agree that their social exposure is widen with the partnership programmes 	<ul style="list-style-type: none"> ● Students' reflection ● Questionnaires ● Reviews at evaluation meetings 	Sept 23 – July 24	ROD Church School Cooperation Committee	Love Foundation EOEBG LWLG SASG	
b. Home-school cooperation <ul style="list-style-type: none"> ✧ Parental talks/ workshops ✧ Volunteer work at school ✧ PTA Picnic Day 	<ul style="list-style-type: none"> ● Different modes of parental participation are formulated ● The number of activities that involve parents' participation is increased 	<ul style="list-style-type: none"> ● Students' reflection ● Questionnaires ● Reviews at evaluation meetings 	Sept 23 – July 24	PTA Home School Cooperation Committee	HSC	
c. Alumni networking <ul style="list-style-type: none"> ✧ Career Kaleidoscope ✧ Alumni Mentoring Scheme ✧ Job shadowing 	<ul style="list-style-type: none"> ● Active participation of alumni is observed ● Over 70% of the respective students agree that their social exposure is widen with the partnership programmes 	<ul style="list-style-type: none"> ● Students' reflection ● Questionnaires ● Reviews at evaluation meetings 	Sept 23 – July 24	Alumni Association	EOEBG LWLG SASG	

<p>d. Community Support</p> <ul style="list-style-type: none"> ✧ Support from professional associations, e.g. Centum Charitas Foundation ✧ HKPASEA ✧ Business-School Partnership University Partnership ✧ Love Foundation ✧ ICAC ✧ The Law Society of Hong Kong ✧ Methodist Centre for Quality Life Education 	<ul style="list-style-type: none"> ● Students demonstrate keen interests in joining the learning activities ● Over 70% of the respective students agree that their social exposure are widen with the partnership programmes 	<ul style="list-style-type: none"> ● Students' reflection ● Questionnaires ● Reviews at evaluation meetings 	<p>Sept 23 – July 24</p>	<p>CPD ROD LED CMN</p>	<p>Love Foundation Centum Charitas Foundation EOEBG LWLG SASG</p>
<p>2.3.3 Maximize the use of campus space to facilitate various kinds of co-working or get-together activities to build collaborative and inclusive communities for learning and belonging.</p>					
<p>a. Follow up the QEF funded "Day-STREAMING" project to create co-learning spaces in the ground floor and several special rooms</p>	<ul style="list-style-type: none"> ● Smooth implementation of QEF project 	<ul style="list-style-type: none"> ● Schedule of work for the QEF projects 	<p>Sept 23 – July 24</p>	<p>GAD ICT</p>	<p>QEF</p>
<p>b. Follow up the QEF for renovating G04 to build a self-directed learning hub</p>	<ul style="list-style-type: none"> ● Smooth implementation of QEF project 	<ul style="list-style-type: none"> ● Schedule of work for the QEF projects 	<p>Sept 23 – July 24</p>	<p>GAD</p>	<p>QEF</p>
<p>c. Make use of the newly renovation venue (e.g. Graceful Heart Centre, Secret Garden) to promote positive mental health</p>	<ul style="list-style-type: none"> ● Various relaxing/ de-stress/ mindfulness activities are held across the year 	<ul style="list-style-type: none"> ● Questionnaires ● Reviews at evaluation meetings 	<p>Sept 23 – July 24</p>	<p>GCD ROD SSD</p>	<p>EOEBG LSG</p>
<p>d. Fully utilize the pocket space in school campus as a means for nurturing students' sense of community</p>	<ul style="list-style-type: none"> ● More pocket space in school campus are renovated ● Various get-together activities held across the year 	<ul style="list-style-type: none"> ● Questionnaires ● Reviews at evaluation meetings 	<p>Sept 23 – July 24</p>	<p>GAD Student Support Coordination Committee</p>	<p>EOEBG</p>

3. Major Concern 3: Improving administrative work efficiency and building up Professional Learning Community

School-based Questionnaires Results for Major Concern 3:

3.1	Optimizing school administrative structure to develop teachers' potential	Score 3 out of 4
3.2	Improving school facilities to increase learning and teaching capacity	Score 4 out of 4
3.3	Professional development and interflow within school	Score 3.25 out of 4
Overall Major Concern 3		Score 3.42 out of 4

According to the data from the School Self-evaluation, there was satisfactory progress made in implementing major concern 2 in the previous year. As a result, relevant strategies with minor modifications will be carried forward into the 2023-24 academic year.

Targets	Strategies/ Tasks	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required												
3.1 Optimizing school administrative structure to develop teachers' potential	3.1.1 Re-structuring of the school administrative framework to raise quality and standards across the entire school 3.1.2 Promotion of "Whole School Approach" to equip teachers to understand the latest educational trend and development	<ul style="list-style-type: none"> At least 70% of teachers agree that the efficiency of administrative work is improved At least 70% of teachers agree that their understanding of educational trend and development is increased 	<ul style="list-style-type: none"> Meetings Administrative procedures Year-end teachers' survey and observation Feedback from teachers 	Whole year	<ul style="list-style-type: none"> Principal, Vice Principals Assistant Principals Panel Heads Department Heads All Teaching Staff 	Teacher Assistants Admin. Officers												
3.2 Improving school facilities to increase learning and teaching capacity	3.2.1 Facilitation of fiber-optic communication 3.2.2 Installation of LED Touch Panel in laboratories and special rooms to increase T-T, T-P and P-P interaction 3.2.3 Carry out renovation work on the school campus to promote the all-round growth of students and foster inclusive and collaborative learning communities	<ul style="list-style-type: none"> At least 70% of teachers and students agree that the renovation works and newly installed facilities benefit T&L 	<ul style="list-style-type: none"> Questionnaires APASO Subject reports Feedback from students 	Whole year	<ul style="list-style-type: none"> Principal, Vice Principals Assistant Principals Panel Heads Department Heads All Teaching Staff 	EOEBG QEF SCHOOL FUND												
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<p>3.3 Professional development and interflow within school</p>	<p>3.3.1 Establish open-classroom culture focusing on teachers' strategies and students' learning</p> <ul style="list-style-type: none"> ● Enhancing the effectiveness of class visits with pre-lesson meeting, class and post- lesson meeting. ● Panel head appraisal class visits ● Subject teachers developmental class visits (inter and intra - disciplinary visits) ● Post-lesson meetings after open classroom ● At least 3 subject departments in each term, and all new teachers go through the new class visit practice <p>2021-2022</p> <ul style="list-style-type: none"> ● Open-classroom for Senior Form LS, Electives subjects and junior Cultural subjects ● All Panel head will arrange appraisal class visits ● Subject teachers developmental class visits (inter-disciplinary visit) <p>2022-2023</p> <ul style="list-style-type: none"> ● Open-classroom for all level ● Panel head will arrange appraisal class visits ● Subject teachers developmental class visits (intra-disciplinary visit) <p>2023-2024</p> <ul style="list-style-type: none"> ● Open-classroom for all level ● Panel head appraisal class visits ● Subject teachers developmental class visits (inter and intra-disciplinary visit) 	<ul style="list-style-type: none"> ● At least 70% of teachers agree that the open-classroom culture benefits T&L and Teaching professionalism. 	<ul style="list-style-type: none"> ● Questionnaires ● APASO ● Subject reports ● Subject Panel meeting minutes ● Feedback from subject teachers 	<p>Sep 23 – Jun 24</p>	<ul style="list-style-type: none"> ● Principal ● Vice Principals ● Assistant Principals ● Panel Heads ● Department Heads ● All Teaching Staff 	<p>Teacher assistants</p> <p>Admin. Officers</p>
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