

***Thematic Slogan: Nurture Virtue, Embrace Wholeness: Be a Hioecian***

**Major Concern 1 : Nurturing students into competent learners**

**Feedback and follow-up actions from the previous school year:**

- **Good progress in nurturing students into competent learners, students are generally more inclined towards reading and with greater exposure through participation in various competitions, LWL activities and using Putonghua.**
- **Good and extensive applications of the school-based framework, PIES in lessons, incorporating learning and teaching strategies that promote good learning and effective teaching.**
- **Further enhancing gifted education by developing our A-Team to equip, support and empower gifted students in the coming academic year.**

| Target                                                                                               | Implementation Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Success Criterion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Method of Evaluation                                                      | Time Scale   | Responsible person                                         | Resource Required |
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| <b>1.1</b> To foster students' proficiency and competence in biliterate and trilingual communication | <ul style="list-style-type: none"> <li>Promote deeper reading engagement and enhance language across the curriculum.</li> <li>Develop proficiency in Putonghua and opportunities for Putonghua practice.</li> <li>Enhance students' competence in both languages and provide early support to students with weak foundations.</li> </ul>                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>≥70% of students agree that they have developed a better reading habit and are positive towards reading.</li> <li>≥70% of students involved agree that the LAC materials are useful in learning.</li> <li>&gt;10 morning assemblies, sharing and talks were conducted in Putonghua and provide more chances for student sharing in Putonghua. (★)</li> <li>≥70% of participants agree that the language support measures are helpful to them, e.g. language support groups</li> </ul>                                         | Questionnaire survey<br>Observation by teachers<br>Feedback from students | All the year | CDLT, ALS, English and Chinese KLA                         | EDB Resources     |
| <b>1.2</b> To develop students into competent learners and enhance their learning outcomes           | <ul style="list-style-type: none"> <li>Incorporate learning and teaching strategies that promote good learning.</li> <li>Effective utilization of Assessment for Learning and various modes of formative assessment strategies incorporated into curriculum, teaching and learning.</li> <li>Enhance gifted education and establish a talent pool and develop the school A-Team to stretch their potential. (★)</li> <li>Promote students to join external competitions and tests and encourage them to take challenges.</li> <li>Provide platforms for students to show learning outcomes.</li> </ul> | <ul style="list-style-type: none"> <li>Frequent use of PIES Model as a framework for teachers for promoting good learning in lessons. (★)</li> <li>≥70% of teachers agree that PIES is a useful guide for lesson design and to support effective learning. (★)</li> <li>Sharing of experiences in designing lessons using PIES framework through panel meetings and professional sharing. (★)</li> <li>≥70% of teachers agree that they have applied assessment data to feedback their teaching and adopt diversified modes in continuous assessment. (★)</li> </ul> | Questionnaire survey<br>Observation by teachers<br>Feedback from students | All the year | CDLT, ALS, GE, PD, PSA, ACA, STEAM and subject departments | EDB Resources     |

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|                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Develop the talent pool system and the school A-Team and implement various measures to further develop student potentials. (★)</li> <li>• ≥70% of subject departments joined at least one external competition and ≥70% participants agreed that it is a positive learning experience.</li> <li>• Provided various platforms and opportunities to let students share and exchange their learning outcomes.</li> <li>• ≥70% of teachers and students agreed that the Annual showcase is a meaningful sharing event to celebrate the achievements of students in the year. (★)</li> </ul> |                                                                                                                                                    |              |                                                  |               |
| <b>1.3</b> To enrich students with life-wide learning experiences in local, national and global contexts | <ul style="list-style-type: none"> <li>• Enrich students' learning experiences by organizing more local, national and overseas educational tours.</li> <li>• Broaden students' horizons and deepen their understanding of mainland through the Sister-School Scheme. (★)</li> <li>• Plan and develop LWL activities holistically with some cross-curricular coordination. (★)</li> </ul> | <ul style="list-style-type: none"> <li>• ≥70% of participants agree that the tours organized are positive learning experiences to them.</li> <li>• ≥70% of participants agree that the visits to the Sister Schools can enhance their horizons on national perspectives. (★)</li> <li>• ≥70% of the students agree that the school's sharing sessions with reflections by the participants are meaningful. (★)</li> <li>• ≥70% of students and teachers agree that LWL activities are meaningful for students' learning.</li> </ul>                                                                                              | <p>Questionnaire survey</p> <p>Observation by teachers</p> <p>Feedback from students</p> <p>Participation rate of students in the study tours.</p> | All the year | CDLT, PSA, CN committees and subject departments | EDB Resources |

## Major Concern 2 : Fostering Mental, Spiritual, Physical and Social Well-being

### Feedback and follow-up actions from the previous school year:

- The class nurturing activities and the beautified school environments fostered students' mental health.
- It is recommended to structure the form meetings to prioritize sharing successful strategies and experiences.
- The experiential E&RE curriculum in junior forms fostered the students' spiritual well-being and positive character traits through interaction with mentors.
- It is recommended to enhance information literacy education on using the internet healthily.

| Target                                                                                  | Implementation Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                          | Success Criterion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Method of Evaluation                                                                                                                       | Time Scale   | Responsible person                                          | Resource Required                                                              |
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| <b>2.1</b> Fostering students' mental health                                            | <ul style="list-style-type: none"> <li>Enhancing the implementation of positive education and class nurturing(classroom management) by holistically planning LWL periods and home classes.</li> <li>Enhancing Class-based Support by reinforcing the class teachers' role and creating opportunities for interaction and sharing.</li> <li>Creating school environments that promote well-being through the beautification of various school corners.</li> </ul> | <ul style="list-style-type: none"> <li>≥70% of students agree that the class nurturing and school environments can foster their mental health.</li> <li>Structured form meetings for professional discussions and exchanges regarding class nurturing are enhanced.</li> <li>More success practices and strategies regarding class nurturing among class teachers are implemented and shared. (★)</li> </ul>                                                                                                                                                          | Questionnaire survey<br>Statistical data of class nurturing activities<br>Observation by teachers<br>Feedback from students                | All the year | PSA, LE, CHS, P&B, PM                                       | EDB Resources<br>YWCA                                                          |
| <b>2.2</b> Nurturing the spiritual well-being and positive character traits of students | <ul style="list-style-type: none"> <li>Fostering the spiritual well-being and positive character traits of students through an experiential E&amp;RE curriculum in junior forms.</li> <li>Deepening students' understanding of Christian beliefs and values.</li> </ul>                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>An engaging E&amp;RE curriculum is implemented in junior forms, with positive character development cultivated.</li> <li>More Christian student leaders are equipped to help their junior schoolmates understand Christian beliefs and values.</li> <li>≥70% of students agree that they can be nurtured with positive character traits through an atmosphere of Christian values.</li> </ul>                                                                                                                                  | Questionnaire survey<br>Statistical data of student participation<br>Observation by teachers<br>Feedback from students                     | All the year | E&RE, CE                                                    | 1. HK Chinese Church of Christ<br>2. Hung Hom Christian Faith Hope Love Church |
| <b>2.3</b> Promoting students' healthy lifestyle                                        | <ul style="list-style-type: none"> <li>Encouraging a balanced school life for helping students maintain a healthy lifestyle.</li> <li>Promote students to be exposed to a wide variety of physical activities and develop a habit of actively participating in them.</li> <li>Enhance information literacy education on using the internet healthily. (★)</li> </ul>                                                                                             | <ul style="list-style-type: none"> <li>≥70% of students agree that they can live a balanced and healthy life.</li> <li>≥70% of students agree that a diverse physical activity program can engage them and cultivate their enthusiasm for active participation. (★)</li> <li>≥70% of students agree that their awareness on using the internet healthily have increased. (★)</li> </ul>                                                                                                                                                                               | Questionnaire survey<br>Statistical data of student participation<br>Observation by teachers<br>Feedback from students                     | All the year | CHS, PE                                                     | EDB Resources<br>Parent Ed. & PE                                               |
| <b>2.4</b> Fostering students' sense of social care and responsibility                  | <ul style="list-style-type: none"> <li>Establishing a holistic framework for student participation in service-learning</li> <li>Facilitating the alignment of learning content and activities with social care and responsibility through various committees and subject panels.</li> </ul>                                                                                                                                                                      | <ul style="list-style-type: none"> <li>A comprehensive service-learning framework is developed and implemented</li> <li>≥60% of S2 students can participate in at least one community service or volunteer activity, and can achieve ≥3 service hours per academic year. (★)</li> <li>≥80% of S4 students can participate in at least one community service or volunteer activity, and ≥70% of students can achieve ≥8 service hours per academic year. (★)</li> <li>≥70% of students agree that their sense of social care and responsibility is enhanced</li> </ul> | Questionnaire survey<br>Statistical data of student participation in service-learning<br>Observation by teachers<br>Feedback from students | All the year | ECA, VP(ACA), VP(PSA), relevant subject panels & committees | YWCA, QEF for IL                                                               |

### Major Concern 3 : Establishing the blueprint of nurturing students into competent Hioecians

Feedback and follow-up actions from the previous school year:

- A comprehensive six-year student development framework was successfully established that nurtures students as competent Hioecians.
- It is recommended to enhance alumni engagement through events or mentorship program to pass on the HTYC spirit to current students.

| Target                                                                                                                                                       | Implementation Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Success Criterion                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Method of Evaluation                                                      | Time Scale   | Responsible person                            | Resource Required |
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| <b>3.1</b> Establishing the blueprint of nurturing students as competent Hioecians in accordance with Christian values, the School Motto and the HTYC spirit | <ul style="list-style-type: none"><li>• Incorporating a comprehensive six-year student development framework to nurture students as competent Hioecians in accordance with Christian values, the School Motto: “Think critically and be moral” and the HTYC spirit: “Healthy, Tenacious, Young, Caring”</li><li>• Establishing a mentorship program pairing alumni with senior-form students to provide guidance and support in accordance with Christian values, the School Motto and the HTYC spirit. (★)</li></ul> | <ul style="list-style-type: none"><li>• ≥70% of students agree that the school provide them a clear growth mission to develop themselves as competent Hioecians</li><li>• ≥50% of S2-S5 students take on at least one post to develop their strengths and passions as competent Hioecians. (★)</li><li>• ≥70% of participating students of the mentorship program agree that the program can develop their strengths and passions as competent Hioecians. (★)</li></ul> | Questionnaire survey<br>Observation by teachers<br>Feedback from students | All the year | VP(PSA), relevant committees under PSA<br>FEC | Alumni            |

★ Adjustments to the targets/implementation strategies/success criteria