

The Y.W.C.A. Hioe Tjo Yoeng College
Annual School Plan 2024-2025
Implementation Strategies

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

Major Concern 1: Nurturing students into competent learners

Targets	Outlines of Strategies	Responsible person
1.1 To foster students' proficiency and competence in biliterate and trilingual communication	1.1.1 Promote deeper reading engagement and enhance language across the curriculum. <ul style="list-style-type: none"> ✧ Allocating regular time for reading and promoting students to develop good reading habits. ✧ Creating a favorable reading environment and atmosphere, engaging students in e-reading and reading-related activities. ✧ Raising students' interests in reading and providing both students and teachers opportunities to share the fun, new learning and enjoyment of reading. ✧ Promoting reading across curriculum, RaC with collaborations among KLAs, subject departments and library. ✧ Enhancing students' language skills through school-based language across curriculum, LaC, learning and teaching resources and measures jointly with subject departments, integrating language and content learning. 	CDLT. KLAs, subject departments
	1.1.2 Develop proficiency in Putonghua and opportunities for Putonghua practice. <ul style="list-style-type: none"> ✧ Promoting students to take part in various extra-curricular and LWL Putonghua activities outside the classrooms. ✧ Developing capable students by joining advanced Putonghua courses, and participating in National Putonghua standard tests. ✧ Creating a richer Putonghua atmosphere and opportunities for practices, through Putonghua Day, students' sharing in Putonghua, morning assemblies conducted in Putonghua and other functions. ✧ Developing supportive measures for students who are weaker in proficiency and confidence in speaking in Putonghua. 	Chinese KLA, PSA, Putonghua Society
	1.1.3 Enhance students' competence in both languages and provide early support to students with weak foundations. <ul style="list-style-type: none"> ✧ Helping weaker students to improve their language ability and confidence at their early stage, strengthening the supportive groups for both junior and senior students and with other measures. ✧ Develop learning and teaching strategies, students' interest and the effectiveness of learning and teaching in both languages for achieving good students' learning outcomes. 	Chinese and English KLAs, ALS, CDLT
1.2 To develop students into competent learners and enhance their learning outcomes	1.2.1 Incorporate learning and teaching strategies that promote good learning. <ul style="list-style-type: none"> ✧ Developing, promoting and putting forward the school-based PIES Model (Preparation-Inquiry-Engagement-Self-reflection Model) as a framework for effective learning and teaching. ✧ Guiding and supporting students and teachers to adopt the PIES approach with the four basic concerns and directions for guiding the structure and implementation of learning activities. ✧ With collaborations and professional sharing, subject departments plan, implement and evaluate strategies for promoting good learning. 	CDLP & subject departments

	<p>1.2.2 Effective utilization of Assessment for Learning and various modes of formative assessment strategies incorporated into curriculum, teaching and learning.</p> <ul style="list-style-type: none"> ✧ Developing the use of diversified modes of assessment among subject departments. ✧ Subject panel arranged at least one CLP period or panel meeting for analysis of DSE results and performance of DSE subjects annually. ✧ Professional training will be organized for teachers on the topic of enhancing assessment literacy and applications. 	ALS, PD & subject departments
	<p>1.2.3 Enhance gifted education and establish a talent pool to stretch their potential.</p> <ul style="list-style-type: none"> ✧ Establishing and developing the school talent pool system and implementing measures to further develop their potentials. ✧ Enhancing the functions of EP Club and providing more support to these capable students to reach a higher level. ✧ Exploring the establishment of academic prefects and empowering them to be role models and academic leaders. 	ALS, PSA
	<p>1.2.4 Promote students to join external competitions and tests and encourage them to take challenges.</p> <ul style="list-style-type: none"> ✧ Promoting students to join external competitions and tests, enabling them to learn useful skills and experiences, increasing their confidence to reach new heights. 	CDLT, STEAM, ALS, Subject departments
	<p>1.2.5 Provide platforms for students to show learning outcomes</p> <ul style="list-style-type: none"> ✧ Providing various platforms and more opportunities to let students share and exchange their learning outcomes. ✧ Presentation sessions (performance, experience sharing and reports) in the class, form, for the whole school and through social platforms and the internet (e.g. Instagram, YouTube and School Web). Learning Outcome Showcase Day in post-examination period arranged for sharing students' good works of the whole school year. 	CDLT, ALS, STEAM, P&B, PSA ECA
<p>1.3 To enrich students with life-wide learning experiences in local, national and global contexts</p>	<p>1.3.1 Enrich students' learning experiences by organizing more local, national and global educational tours.</p> <ul style="list-style-type: none"> ✧ developing students into competence learners with more opportunities and exposure by joining various educational tours. ✧ providing valuable learning experiences outside the classroom, promoting interest, enhancing deep and experiential learning. 	CDLT, subject departments
	<p>1.3.2 Participate in Sister-School Scheme to enhance cultural interflow.</p> <ul style="list-style-type: none"> ✧ Enhancing communications with students in different regions and understanding of different cultures, through the Sister-School Scheme, establishing bonding, friendship and widening the horizon of the students. ✧ Promoting connections of students between HTYC and the sister schools, gaining valuable learning experiences through sharing and services. 	CN
	<p>1.3.3 Develop LWL further with good planning and cross-curricular coordination.</p> <ul style="list-style-type: none"> ✧ Developing a holistic framework with good coordination of committee and departments to develop both the quantities and qualities of LWL education with a well-balanced, meaningful and rich among students at different levels. ✧ With the involvement of subject departments and committees, engaging and enriching students by organizing a wide-range, well-planned, and well-balanced LWL activities throughout the academic year in LWL periods, post-examination period and in school days and non-school days. 	CDLT, PSA

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

Targets	Outline of Strategies	Responsible person
2.1 Fostering students' mental health	<p>2.1.1 Enhancing the implementation of positive education and class nurturing(classroom management) by holistically planning LWL periods and home classes.</p> <ul style="list-style-type: none"> ✧ Enhancing the curriculum of life education through better coordination among various functional committees of PSA ✧ Creating a space for class nurturing through the cohesive scheduling LWL periods and home classes 	VP(PSA), LE, CHS
	<p>2.1.2 Enhancing Class-based Support by reinforcing the class teachers' role and creating opportunities for interaction and sharing.</p> <ul style="list-style-type: none"> ✧ Promoting professional discussions and exchanges among class teachers regarding class nurturing in the form meetings ✧ Facilitating class teachers in organizing a variety of class-based activities to foster a sense of connectedness among the classes. 	VP(PSA), relevant committees under PSA
	<p>2.1.3 Creating school environments that promote well-being through the beautification of various school corners.</p> <ul style="list-style-type: none"> ✧ Beautifying various school corners embedded with positive education messages ✧ Engaging students in participating in the beautification of the school campus to enhance their sense of belonging to the school. 	P&B, PM, CHS, LE,
2.2 Nurturing the spiritual well-being and positive character traits of students	<p>2.2.1 Fostering the spiritual well-being and positive character traits of students through an experiential E&RE curriculum in junior forms.</p> <ul style="list-style-type: none"> ✧ Enhancing the experiential learning both inside and outside the classroom in junior forms ✧ Fostering the collaboration with the volunteers of the cooperative churches in supporting the spiritual well-being and character development of students. 	E&RE, CE
	<p>2.2.2 Deepening students' understanding of Christian beliefs and values.</p> <ul style="list-style-type: none"> ✧ Fostering the student leaders in the servant team to help their junior schoolmates understand Christian beliefs and values ✧ Promoting Christian beliefs and values through more-interactive experiential activities 	CE
2.3 Promoting students' healthy lifestyle	<p>2.3.1 Encouraging a balanced school life for helping students maintain a healthy lifestyle.</p> <ul style="list-style-type: none"> ✧ Promoting students to adopt a balanced and healthy lifestyle embedded with four elements: rest, relaxation, relationships, and resilience ✧ Engaging parents in supporting students to live a balanced and healthy life. 	CHS, PTA
	<p>2.3.2 Promote students to be exposed to a wide variety of physical activities and develop a habit of actively participating in them.</p> <ul style="list-style-type: none"> ✧ Helping students to develop with sports skills, enhance physical fitness, gain knowledge of relevant physical activities and foster positive values and attitudes ✧ Developing in students a habit of active participation in physical activities 	PE

2.4 Fostering students' sense of social care and responsibility	2.4.1 Establishing a holistic framework for student participation in service-learning. <ul style="list-style-type: none"> ✧ Strengthening collaboration with community organizations to create sustainable service opportunities for (S4) students ✧ Developing a curriculum in service-learning for different forms 	ECA
	2.4.2 Facilitating the alignment of learning content and activities with social care and responsibility through various committees and subject panels. <ul style="list-style-type: none"> ✧ Coordinating the learning content with social care and responsibility across relevant subject panels with suitable breadth and depth. ✧ Enhancing the collaboration among various committees and subject panels in implementing learning activities for social care and responsibility. 	VP(ACA), VP(PSA), relevant subject panels & committees

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

Targets	Outline of Strategies	Responsible person
3.1 Establishing the student development blueprint of nurturing students as competent Hioecians in accordance with Christian values, the School Motto and the HTYC spirit	3.1.1 Incorporating a comprehensive six-year student development blueprint 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". <ul style="list-style-type: none"> ✧ Establishing a six-year student development blueprint with a focus growth mission on each year of the six-year student development blueprint. ✧ Facilitating various committees and subject panels to align the learning content and activities with each year of the six-year student development blueprint. 	VP(PSA), relevant committees under PSA
	3.1.2 Cultivate students' self-expectations through a year-long initiation and enhance recognition of their achievements. <ul style="list-style-type: none"> ✧ Optimizing the beginning of term assembly, LWL periods, and Homeclass during the start of the academic year to serve as a year-long initiation for cultivating students as competent Hioecians. ✧ Promoting S2-S4 students to take on at least one post to develop their strengths and passions as competent Hioecians ✧ Utilizing the LWL periods, Homeclass of the last teaching cycle, post-examination activities, and end-of-term assembly to facilitate reflection and recognition of students' learning outcomes and achievements 	VP(ACA), CDLT, VP(PSA), relevant committees under PSA