

Elegantia College

*(sponsored by Education Convergence and
patronized by HK Five Tong Association)*

School Development Plan

2023/24 - 2025/26

Elegantia College

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(1) School Vision

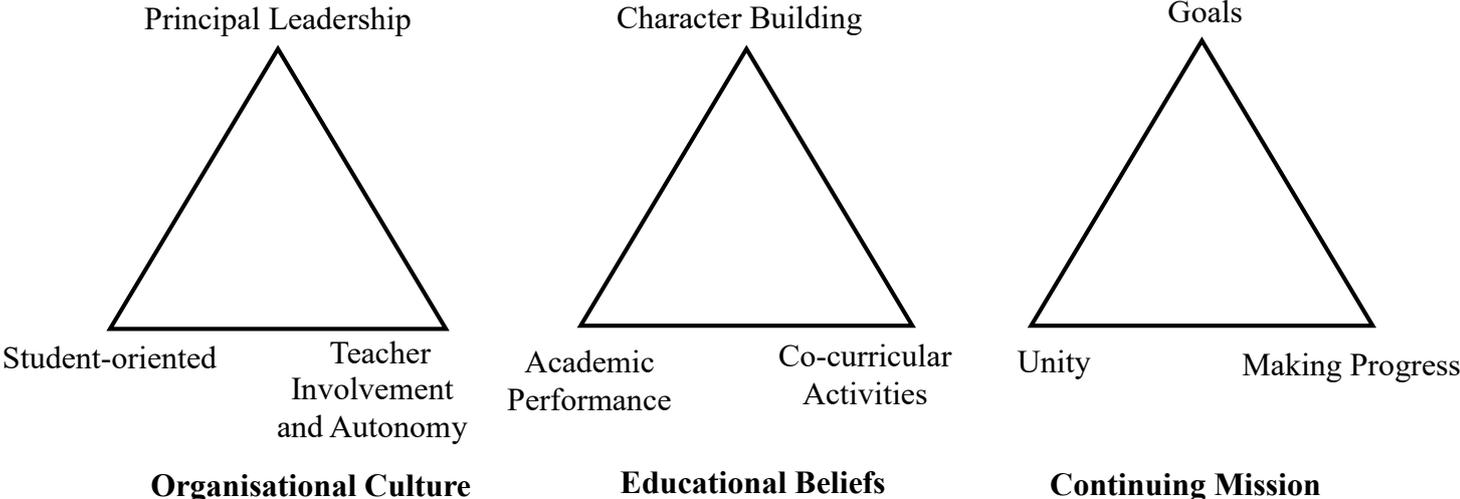
Bolstered by the support from our parents and the society, we will continue to evolve our school into a true learning organization with our professionalism and innovation to cultivate a new generation of lifelong learners whose independent learning ability and sense of responsibility will grant them the necessary knowledge, skills, creativity, confidence, ethical values, healthy mind and body, and international vision that will all work together to help them achieve their full potential in this rapidly changing globalized world where Chinese and Western cultures intertwine, so that they can effectively contribute to the society. Through both educational research and practical exploration, we aim to provide new experiences and breakthroughs to Hong Kong's education model.

We strive to build a campus with the following characteristics:

- A campus for learning - everyone is an active learner.
- A campus for growth - synchronous differentiated teaching for holistic development in both body and mind and maximized potential achievement.
- A campus of joy - students are happy to learn in a serene environment full of challenges and opportunities of success.
- A campus of care - one full of positive energy that promotes comradeship.
- A campus of healthiness - one that facilitates healthy body, healthy mind, and healthy environment.
- A campus of innovation - one that is led by professionalism in search of pedagogical breakthroughs.
- A campus for the community - one that involves parents and the community to serve the society.
- A campus on network - school-wide digitized learning built upon advanced IT technology.

The core operating principles of the school lies upon a balance of morals, academics, and co-curricular activities, as education itself depends on the integration of student-centered pedagogy, teacher-based operation, and principal-led administration. In the end, students remain the foundations of the school as a big family. ‘Goals’, ‘Unity’ and ‘Making Progress’ are our continuing missions.

Elegantia College – Three Management and Teaching Practices



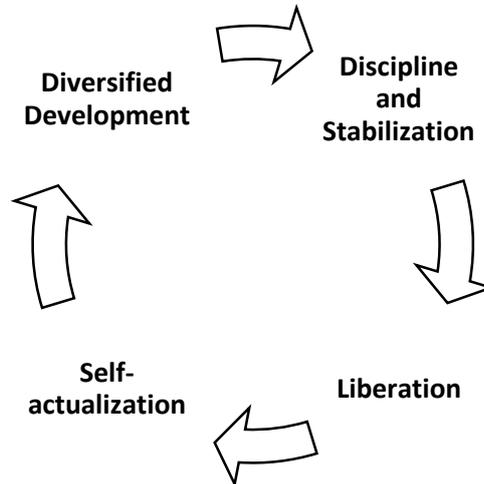
(2) School Missions

1. Continue to build a pleasant, warm, caring, active, progressive and creative learning environment to cultivate and develop the multiple intelligences of students.
2. The school is a learning community in which every member strives hard together to make progress and improvement.
3. Adopt the whole-person education approach to develop students into all-round individuals with wisdom, skills, amiable personality, art appreciation and stamina.
4. Maintain a close relationship with our professional Incorporated Management Committee and education consultants for upholding the school beliefs and making continued progress.
5. Establish a highly transparent, open and accountable school administration structure to enable and encourage students, parents and members of the community to participate in school affairs.
6. Lay emphasis on professional development of teachers, and provide them with opportunities and resources for capacity building.
7. Make extensive use of information technology for constructing knowledge to enable teachers and schools to engage in inter-school exchanges for establishing learning networks with schools in Hong Kong, the Mainland China and the globe.
8. Develop a network with other schools, communities and all sectors in the society to make full use of various resources, support the school work and broaden students' horizons.
9. Foster partnerships with education institutes and tertiary institutions in Hong Kong to promote and support student achievement, wellbeing and engagement.

(3) School Philosophy

Capable educators who possess a high level of professionalism and morality are able to allow students settle down and get ready to learn, before letting them express themselves and hence find their own ways.

Elegantia's Postive Feedback Loop of Pedagogy



(4) School Beliefs

1. Everyone can be capable life-long learners who can adapt to different ways of learning.
2. Learning is challenging, but also enjoyable.
3. Everyone is uniquely gifted. Both academics and activities on and off-campus will help them further develop their gifts.
4. Opportunities of success allow students to strengthen their self-esteem, as success often leads to more success.
5. Multi-spectrum learning is far more effective.
6. A caring and safe environment nurtures a healthy body and healthy mind.
7. Support from parents and the society play a crucial role in education.
8. Professional research and innovation are vital to education as a progressive endeavour.
9. Professional leadership and administration are essential to a school's continuing mission.
10. Teachers as role models of life-long learning need to engage themselves in continuous professional development.

4. Holistic Review

a. Effectiveness of the School Development Plan in the cycle of 2020/21 - 2022/23

Major Concern 1: Empowering students to become self-directed learners with lifelong learning capabilities

| Targets | Extent of Targets Achieved | Implemented Measure(s) and Follow-up Action(s) |
|---|----------------------------|--|
| <p>Learning to know: <i>Supporting students to learn and utilize communication, mathematical skills, IT, critical thinking, and reason skills</i></p> | <p>Achieved</p> | <ul style="list-style-type: none"> • After thoroughly experiencing online learning in the past few years, both teachers and students are now adequately prepared for a wider implementation of eLearning. Teachers across the disciplines have incorporated the use of e-resources and e-learning tools into the school curriculum so that students are exposed to a wider range of eLearning tools and resources to exhibit their learning achievements and learn at their own pace. The promotion of IT will continue to be incorporated into our routine work in accordance with growing trend and needs. • As approved by the EDB, starting from 2022/23, we began to use English as the Medium of Instruction for all S1 classes. To better cater for the rising needs of an increasing number of students and hence to provide all of them with ever-so-more opportunities to be genuinely exposed to English so that they can efficiently use it as a practical, communicative language at junior secondary levels, the following supportive measures have been successfully implemented in force. <ul style="list-style-type: none"> ➤ In addition to Tuesday English Morning Assemblies, the student-hosted Thursday Morning Assemblies are conducted in English. ➤ Whole-school activities are progressively conducted in English as the MOI for students' widened exposure to authentic English. ➤ Further promotion of cross-curricular collaboration in curriculum planning and activities. |
| <p>Learning to do: <i>Developing students' self-management skills including their ability to effectively manage and apply their learnt skills and knowledge</i></p> | <p>Achieved</p> | <ul style="list-style-type: none"> • It was observed that the on-and-off suspension of face-to-face classes and the reliance on online learning had negatively impacted students' academic performance, motivation and learning habits. The school reinforced efforts to help students re-establish a regular daily schedule and consolidate their basic skills and knowledge. • Students' self-management skills saw improvement due to our concentrated effort in redeveloping their learning habits and enhancing their learning effectiveness in the post-pandemic era. • The school has been striving, and will continue to nurture students to become active self-directed learners with a sense of commitment, responsibility, and transformative |

| | | |
|---|----------|--|
| | | competencies by considering the school context, the characteristics and specific needs of students, and the data from school-based and stakeholder surveys. |
| <p>Learning to live together: <i>Creating opportunities for academic collaborations both inside and outside the classroom to enhance students' collaborative skills including listening, expressing, amending, and summarizing, etc.</i></p> | Achieved | <ul style="list-style-type: none"> As reflected by teachers during the school self-evaluation, some students tend to treat different subjects as separate entities instead of an inclusive system connecting their knowledge and skills across disciplines. More efforts have been made to help students connect and broaden their knowledge in an interdisciplinary manner through cross-curricular collaboration and reading. |
| <p>Learning to be: <i>Promoting STEAM Education through cross-curricular collaboration to foster students' creativity and problem-solving skills.</i></p> | Achieved | <ul style="list-style-type: none"> From students' and teachers' feedback in the surveys, students were exposed to different hands-on and minds-on STEAM learning activities both inside and outside the classroom amid the pandemic. All these meaningful activities helped strengthen students' ability to integrate and apply their learnt knowledge and skills, hone their problem-solving skills through practice. In the past years, through the continuing advancements in the school-based Project Learning X STEM Programme for S3 and other multidisciplinary STEAM learning activities, we have helped enrich their learning experience and develop their problem-solving skills through collaborative learning. Feedbacks from students and teachers were overwhelmingly encouraging. In addition, STEM-related elements, such as artificial intelligence have been effectively incorporated into the curriculum of the ICT and Computer Literacy. The promotion of STEAM education will continue to be incorporated as routine work to strengthen students' problem-solving skills and creativity. |
| <p>Learning to transform: Self-learning skills. <i>Deepening students' self-directed learning techniques</i></p> <ul style="list-style-type: none"> ➤ <i>Enhancing students' initiatives</i> ➤ <i>Strengthening the impact of students' self-reflection</i> | Achieved | <ul style="list-style-type: none"> A greater effort has been made to encourage students to make good use of teachers' feedback and assessment data to review and improve their learning. Active and reflective learning has also been further promoted among students. With the school-wide implementation of e-learning, teachers can now employ electronic means for assessment and feedback management more conveniently. As students need to develop a sense of themselves in the world to better adapt to complexity and uncertainty, they need to be equipped with transformative competencies that enable them to develop and reflect on their own perspective for learning how to shape and contribute to a changing world. The school has been making various efforts to ensure of that through a larger number of peer-learning activities such as school-wide group learning projects, presentations, competitions, and exhibitions. |

Major Concern 2: Developing students’ social skills and hence creating a fully engaging multi-dimensional campus experience to strengthen their sense of belonging and happiness through organizing diverse experiential activities

| Targets | Extent of Targets Achieved | Implemented Measure(s) and Follow-up Action(s) |
|---|----------------------------|---|
| <p>Guided by the 7 core values, the progressive integration of the 24-character strengths into students’ personal development helps them find their callings for a positive life.</p> | <p>Fully achieved</p> | <ul style="list-style-type: none"> • A full range of school activities and media such as morning reading and assemblies have been arranged to promote students’ intrinsic understanding of the 7 core values. • The 7 core values and the 24-character strengths have been incorporated into different activities, sharing, and reading sessions for students’ whole-person development. • Following the introduction of last year’s moral education theme “benevolence” and justice”, the related 7-character strengths “love”, “forgiveness”, “teamwork”, “leadership”, “gratitude”, “kindness” and “fairness” will be promoted. |
| <p>To focus on the understanding of the six core areas in positive education to gain a deeper insight:</p> <ol style="list-style-type: none"> 1.Positive Emotion (P) 2.Health (H) 3.Relationships (R) 4.Engagement (E) 5.Accomplishments (A) 6. Meaning (M) | <p>Fully achieved</p> | <ul style="list-style-type: none"> • Through an array of activities, sharing and morning reading, students have been exposed to the six core areas, namely PERMA in a progressive manner with the introduction of two core elements in each of the years in the school development plan. • Relevant contexts and materials have been incorporated into the curriculum, the S1-S4 PATH lessons, weekly morning reading sessions, community service, etc. to cultivate students in positive values and thinking. This could continue to be incorporated as routine work. |
| <p>Positive Emotion (P) Providing students with opportunities to experience a variety of skills empowered by positive emotion for the purpose of building their positive spirit.</p> <p>Health (H) Enhancing students’ physical and mental wellbeing through building a positive lifestyle.</p> | <p>Achieved</p> | <ul style="list-style-type: none"> • As reflected in the results of the stakeholders’ surveys, students should further become more aware of their healthy lifestyle (Awareness) so that they could achieve a balance (Balance) in all aspects of life, including physical, psychological, social, digital, and environmental health and establish a good connection (Connection) to the world. The school’s continuing promotion of young people’s wellbeing through the above concept of Wellness ABC is expected to lead them to a meaningful life of fulfilment. |
| <p>Positive Relationships (R) Improving students’ social and emotional skills, and hence helping them establish a solid and growing</p> | <p>Achieved</p> | <ul style="list-style-type: none"> • Students’ resilience, emotional and mental well-being have been further enhanced. • Students have been introduced to an extended range of emotional skills beneficial to handling stress and developing resilience when facing challenges and hardship, especially during the post-pandemic era. |

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| <p>relationship with others.</p> <p>Engagement (E) Creating an engaging campus for students to accumulate interpersonal experience and learning the importance of “committedness” in terms of personal health and wellbeing.</p> | | <ul style="list-style-type: none"> • More learning opportunities are to be provided to develop students’ potential and skills beyond the formal curricula. |
| <p>Accomplishments (A) Providing students with the opportunity to gain a greater sense of achievement by encouraging them to organize and participate in various activities.</p> <p>Meaning (M) Enabling students to experience the sense of mission and meaning that are essential for achieving happiness through organizing and participating in various service activities and leadership training.</p> | <p>Achieved</p> | <ul style="list-style-type: none"> • Students receive continuous encouragement and opportunities to participate in more student-led activities to unleash their potential and enhance their sense of responsibility. • The school recognizes students’ accomplishments and efforts by providing more opportunities to showcase students’ achievements. |

b. Based on the reflection against the seven learning goals¹¹, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

| Performance Indicator Areas | Major Strengths | Areas for Improvement |
|--|--|--|
| ◆ How well do the students perform in achieving the seven learning goals? | | |
| Domain IV: Student Performance <ul style="list-style-type: none"> • Students' values and attitudes knowledge and generic skills • Academic and non-academic performances • Participation and Achievement | <ul style="list-style-type: none"> • Students in general are pure-hearted, good-natured, and obedient. • Students maintain a harmonious relationship with their peers. • The school attaches great importance to values education through formal and informal curriculum. Students actively learn to be responsible, upright citizens upholding core values, such as justice, responsibility, etc. • Students are conscientious learners and serious about their schoolwork. They are also devoted to learning activities and school life with a strong sense of belonging to the school. • In the past few years, over 80% of our graduates have gained admission into reputable local and overseas universities. The admission rate reached 86.7% in 2023. • A number of students have been successfully admitted to Tsinghua University and Fudan University under the School Principal's Nomination Program. • Students continue to participate actively in a wide range of co-curricular activities and receive numerous awards in both academic and non-academic competitions (e.g. indoor rowing, fencing, art, music, etc.). They are able to gain confidence and recognition through obtaining group and individual awards. • A great variety of life-wide learning opportunities is provided for students to expand their knowledge beyond classrooms, broaden their horizons and let them experience the joy of learning to learn. • Students are given opportunities to plan and to host school activities to hone their leadership abilities and generic skills. | <ul style="list-style-type: none"> • The prolonged dual mode of learning and the pandemic have negatively impacted students' academic performance, motivation and learning habits. The school has reinforced efforts to help students re-establish a regular daily schedule and consolidate their basic skills and knowledge, and will continue to do so. • In addition to developing students' learning motivation and habits, there is also the need for maintaining students' healthy lifestyles for their wellness in the coming years. • The school will continue to help students become informed and responsible citizens with a sense of national and global identity, appreciation of moral values and attitudes as well as the Chinese Culture. |

¹¹ The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

| Performance Indicator Areas | Major Strengths | Areas for Improvement |
|---|---|--|
| <p>◆ How well does the school perform in terms of enriching students’ learning experiences for their whole-person development and lifelong learning?</p> | | |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Domain II: Learning and Teaching</p> <ul style="list-style-type: none"> • Curriculum and Assessment • Student Learning and Teaching | <ul style="list-style-type: none"> • The school provides a broad and balanced curriculum to broaden students’ knowledge base. Through school-based programs and other cross-disciplinary STEAM learning activities, the school cultivates students’ creativity and develops their generic skills through collaborative learning. • The school also offers a diverse range of electives for senior formers to choose from based on their needs and interests in Senior Secondary (SS) curriculum. • Orientation and Bridging courses are arranged for S1 and S3 students respectively to enhance a better interface between the junior and senior curricula. • Teachers attach much importance to “stabilization as a foundation for liberation, self-actualization and diversified development” for competence building. Our teaching focuses on ‘review, teaching, interaction and consolidation’ as essential steps of activating students’ prior knowledge and scaffolding their learning. • Theme-based Learning Areas including the History Learning Centre, Worldwide Ecological Awareness Centre (WEAC), Science-in-Zone, Arts Piazza, Aviation English Trailblazer all facilitate learning and create a favorable learning environment. • The school continues to promote reading and create a rich reading environment through diversified, enriched reading activities. Morning reading sessions are conducted daily in junior forms to let students strengthen their reading skills and language proficiency. • The school has been committed to promoting music and art activities to broaden students’ artistic horizons and perspectives. • Project Learning in JS enables students to develop their inquiry skills, collaborative skills, communication skills as well as high-order skills. • An array of language-infused activities is arranged to make students biliterate and trilingual. Examples include English Speaking Days, Global Awareness Week, Mid-Autumn Lantern Riddles, Chinese Week, etc. • Teachers show a good grasp of the concept of “assessment for learning”, adopting diverse modes of assessment covering values, attitudes, skills, and knowledge. • Timely feedback is provided, and post-assessment reviews are conducted to promote effective teaching and learning. | <ul style="list-style-type: none"> • Students should be encouraged to be reflective learners who make active use of the assessment data and teachers’ feedback to improve their learning. • The school should continue to help students develop effective study skills and form good habits (e.g., taking notes / keeping learning logs using online tools / learning platforms, pre-lesson preparation, etc.) to monitor their own learning progress. |

| Performance Indicator Areas | Major Strengths | Areas for Improvement |
|---|--|--|
| <p>◆ How well does the school perform in terms of enriching students' learning experiences for their whole-person development and lifelong learning?</p> | | |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Domain III: Student Support and School Ethos</p> | <ul style="list-style-type: none"> • Student Support • Partnership <ul style="list-style-type: none"> • A comprehensive student support service is provided to foster students' positive values and healthy lifestyles for their wellness through well-structured planning and strong collaboration among committees. • A wide range of life-wide learning activities is provided to promote all-round development of students, broaden their knowledge base, and enhance their generic skills. • The school is committed to cultivating seven core values in all students and promoting moral and civic education throughout the school. Through these efforts, the school aims to facilitate students' physical, mental and moral growth healthily. • In recent years, Dr. Seligman's PERMA theory and mindfulness exercise have been systematically incorporated into our life-wide learning and MCE lessons. These initiatives enable students to face challenges with a positive attitude. • Through MCE's PATH lessons and community service, students are instilled in proper core values and attitudes with a stronger sense of national identity. • A systematic career guidance and life planning education is well in place to cater for the needs of students at different stages and enable students to lead a purposeful life. • The school cultivates a welcoming atmosphere for parents and alumni. • Parents are well-informed of school affairs and its development with adequate channels provided for them to express their views to the school. • The Parent-Teacher Association serves as an effective bridge between the school and parents. Mutual trust and bond have been built as reflected in the stakeholders' survey results. • Alumni are generally supportive of the school and render support through the mentorship program and after-school alumni-supported classes for their juniors. • The school maintains close links with various external organizations in providing students with tailor-made program / courses and/or after-school activities to widen their horizons and broaden their knowledge base. | <ul style="list-style-type: none"> • Students' resilience, emotional and mental well-being could be further enhanced. • Students need to be better equipped with skills to handle stress and develop resilience when facing challenges and hardship. • More learning opportunities could be provided to develop students' potential and skills beyond the formal curricula. • The school continues to develop stronger links with other schools and our sister schools after the pandemic through professional dialogue and exchange for capacity building and development among teachers in pedagogy. |

| Performance Indicator Areas | Major Strengths | Areas for Improvement |
|---|---|---|
| <p>◆ How well does the school perform in terms of leading its continuous improvement and development for students' whole-person development and lifelong learning?</p> | | |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Domain I: Management and Organization</p> | <ul style="list-style-type: none"> ● School Management ● Professional Leadership <ul style="list-style-type: none"> ● With clear visions, missions and school philosophy, the school lies upon a balance of morals, academics, and co-curricular activities, as education itself depends on the integration of student-centered pedagogy, teacher-based operation, and principal-led administration. In the end, students remain the foundations of the school as a big family. 'Goals', 'Unity' and 'Making Progress' are our continuing missions. ● The school attaches paramount importance to students' pursuit of academic excellence and their cultivation of character. ● The Incorporated Management Committee comprises a number of Education Convergence members who keep abreast of the latest trends in education development and the education policy devised. ● The school has also established an education consultation group which comprises scholars, experienced educators, professionals, etc. for provision of their expertise in the school development. ● The working relationship between the school management, mid-level managers, and the teaching staff is amicable. There is agreement on the direction of school development. ● The school formulates its development plans and major concerns in line with its mission and vision, school philosophy, students' needs and self-evaluation findings. ● Evaluation meetings are regularly conducted by subject panels and committees to review the implementation of the priority tasks and progress is regularly reported at school meetings. ● The school has set up a working schedule for self-evaluation and systematically collects data and information, using evaluation tools developed by the EDB, the HKEAA, and the school. ● An induction program and a mentoring scheme are in place to help new teachers to adapt to the school environment as soon as possible. ● School-based professional development and capacity building programs are conducted in alignment with the school's development goals and concerns. ● The collaborative lesson planning and peer observation practice provides a platform to facilitate professional exchange among teachers. | <ul style="list-style-type: none"> ● The school's organization structure has been reviewed with three committees namely Effective Learning Committee, Student Affairs and School Improvement Committee as well as Student Development and Growth Committee. ● Under the new management structures, the professional development of mid-level managers could be further enhanced to empower them to share the leadership role. Mid-level managers could then take up more roles by explaining to teachers the school policies and the school's rationale in decision making. ● Mental health programs for teachers could help promote their wellbeing. ● A school-based New Teacher Program could continue to be held for capacity building. |

5. Major Concerns of the 2023/24 – 2025/26 School Development Cycle

- (1) Nurturing students to be active and responsible self-directed learners with transformative competencies.
- (2) Developing students' positive values and healthy lifestyle for their wellness.

Development Framework and Summary

Major Concern 1:

Nurturing students to be active and responsible self-directed learners with transformative competencies.

(1) Background

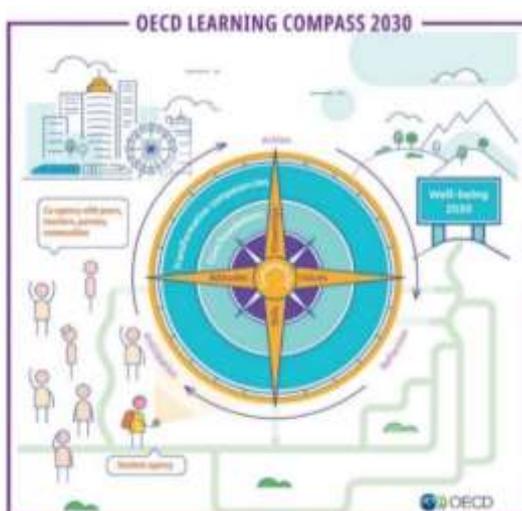
As the school has been striving to nurture students to become self-directed learners with lifelong learning capabilities over the past few years, with reference to the Five Pillars of Lifelong learning initiated by the United Nations Educational, Scientific and Cultural Organization (UNESCO), the incorporation of the nine generic skills in the Hong Kong School Curriculum proposed in Learning to Learn 2+ and the metacognition approach as one of the keys to self-directed learning, a corresponding school-based development framework was hence devised. Based on recent feedback of school-based and stakeholder surveys, it is gratifying to see that most students' generic skills required to develop their self-directed learning capabilities have been enhanced through different strategies

Yet, due to the pandemic in the past three years, schools have been struggling to suspend classes, stop face-to-face teaching, conduct online classes, etc. The pandemic, without doubt, has disrupted students' regular learning and therefore deprived them of collaborative learning and peer interaction and affected their learning habits and abilities. However, to cope with the ever-changing world as life-long learners, students should take responsibility for their learning progress and reflect upon the meaning of it, better understand their strengths and weaknesses, and know how to do better. Teachers should also understand students' learning abilities and needs in order to continuously review the curriculum and develop teaching methods and learning materials that can promote students' participation and reflection.

Based on the above considerations, redeveloping students' learning habits and enhancing their learning effectiveness in the post-pandemic era are the key direction of our three-year plan. The school will strive on to nurture students to become active self-directed learners with a sense of commitment, responsibility, and transformative competencies by taking into account the school context, the characteristics and specific needs of students, and the data from school-based and stakeholder surveys.

(2) Areas of Concern

With reference to the OECD Learning Compass 2030, the updated seven learning goals of secondary education and the metacognition approach as one of the keys to self-regulated learning, a school-based development framework has been devised as the proposed blueprint for the upcoming school development.



*Adapted from OECD
Future of Education and
Skills 2030:
OECD Learning Compass
2030 © OECD 2019*

1. Student Agency: From Passive Learners to Active Learners

The metaphor of a learning compass is adopted to emphasise the need for students to learn to navigate by themselves through unfamiliar contexts and find their direction in a meaningful and responsible way, instead of passively receiving fixed instructions or directions from their teachers. Thus, the concept of student agency is closely associated with the OECD Learning Compass 2030. The visual above, showing a student holding the OECD Learning Compass 2030, represents the student exercising his or her sense of purpose and responsibility while learning to influence the people, events, and circumstances around him/her for the better.

2. Development of Core Foundations -- VASK - Values-Attitudes-Skills-Knowledge

For all students to exercise their agency and navigate by themselves towards fulfilling their potential, research suggests that students need core foundations. These are the fundamental conditions and core knowledge, skills, attitudes, and values all indispensable for further learning across the entire curriculum. Core knowledge, skills, attitudes, and values will cover not only literacy and numeracy, but also data and digital literacy, physical and mental health, and social and emotional skills. All of these are increasingly recognised as essential for thriving in the 21st century, and as important facets of human intelligence.

3. Equipping students with Transformative Competencies

After more than three years of the COVID-19 pandemic, each and every student now needs to be equipped with transformative competencies vital to developing solid learning regimes and skills through self-management in face of the post-COVID world filled with uncertainties. These transformative competencies enable students to more thoroughly develop and hence reflect upon their own perspectives, thus help them achieve the seven learning goals as stated for secondary education.

| Transformative Competencies | Students should ... |
|---|---|
| <ul style="list-style-type: none"> • Taking Responsibility – Fostering proper Values and Attitudes | <ul style="list-style-type: none"> • further develop and apply generic skills in an integrative manner for self-directed learning through Anticipation-Action-Reflection (AAR) cycle. • become actively engaged in learning with timely reflection and evaluation on their own learning with time management, goal-setting and self-regulation skills. • be responsible citizens with a sense of national and global identity and appreciation of Chinese culture. |
| <ul style="list-style-type: none"> • Creating new value – Connecting interdisciplinary Knowledge and Skills | <ul style="list-style-type: none"> • connect and broaden their knowledge in an interdisciplinary manner through cross-curricular collaboration and reading. • strengthen their English language proficiency in biliterate and trilingual communication through cross-curricular collaboration |

4. Anticipation – Action – Reflection (AAR) cycle

The Anticipation-Action-Reflection (AAR) cycle is an iterative learning process whereby students continuously improve their thinking and act intentionally and responsibly towards collective well-being. Through planning, experience and reflection, learners will be able to deepen their understanding and widen their perspective. The AAR cycle is a catalyst for the development of self-reflection in learning.

Major Concern 1: Nurturing students to be active and responsible self-directed learners with transformative competencies

| Targets | Time Scale | | | A General Outline of Strategies | Seven Learning Goals |
|---|------------|-------|-------|--|--|
| | 23-24 | 24-25 | 25-26 | | |
| <p>Taking Responsibility</p> <p>– Fostering proper Values and Attitudes</p> <ul style="list-style-type: none"> • <i>Nurturing students to be responsible and active learners.</i> • <i>Strengthening students’ sense of national identity through a whole-school approach and cross-subject collaboration</i> | ✓ | ✓ | ✓ | <p>Curriculum</p> <ul style="list-style-type: none"> • Conduct a holistic review of the curriculum to develop a repertoire of pedagogical approaches and learning materials for students to engage in and reflect on their learning experiences. <p>Learning and Teaching Strategies</p> <ul style="list-style-type: none"> • Address students’ diverse needs and the specific targets in different learning contexts, teachers need to develop a repertoire of strategies and the ability to use different pedagogical approaches to provide varied, meaningful and engaging learning experiences. • Develop students’ metacognitive skills and become more aware of their own learning process. For instance, students learn how to set goals, and during the learning process, they monitor and reflect on their learning experiences. After evaluating their learning progress, students identify ways to improve their learning. • Empower students with the ability to acquire, integrate, apply and generate knowledge to solve real-life problems with varied learning experiences for them to collaborate with others, construct their own meaning, plan, manage and make choices and decisions about their learning. • Provide opportunities for students to optimise their learning through the development of learning communities that engage them in purposeful collaboration and exploration with their peers and teachers, contributing to deep and meaningful learning. <p>Assessments</p> <ul style="list-style-type: none"> • Enable students to understand their strengths and weaknesses in learning and how they can improve and self-regulate their work to move to the next stage of learning. • Help students evaluate their work and learning process to identify their strengths and weaknesses. For example, teachers ask students to use a self-assessment form and annotate their work. • Adopt varied assessments for students to identify their own learning needs and ways to improve their learning strategies so that they will eventually become a self-directed learner. <p>Capacity Building for Teachers</p> <ul style="list-style-type: none"> • Professional sharing at department level, panel head meetings and/or staff meetings as well as peer lesson observation | <p>Generic Skills</p> <p>Healthy Lifestyle</p> |

| Targets | Time Scale | | | A General Outline of Strategies | Seven Learning Goals |
|---|------------|-------|-------|--|---|
| | 23-24 | 24-25 | 25-26 | | |
| | ✓ | ✓ | ✓ | <p><u>Whole-school Approach to Values Education and National Security Education</u> Infusing values education and National Security Education (NSE) in both formal and informal curricula for the development of core foundations (i.e. VASK - Values-Attitudes-Skills-Knowledge)</p> <ul style="list-style-type: none"> • Adopt a multi-pronged and whole-school approach to promote values education and NSE holistically through appropriate selection of life events and social issues as the learning content with diversified learning and teaching strategies. • Strengthen the co-ordination between different cross-curricular domains to integrate the values and attitudes into their learning objectives. • Provide students with holistic and balanced learning experiences through integrating classroom learning, practical experience and learning environment. • Encourage students to participate in activities and competitions related to values education and NSE. • Strengthen students' appreciation of Chinese culture and their awareness of the development in our nation through the formal and informal curriculum. | National and Global Identity Breath of Knowledge |
| <p>Creating new value – Connecting interdisciplinary Knowledge and Skills</p> <p><i>Enhancing students' language proficiency and awareness of connecting various aspects of knowledge across disciplines</i></p> | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> • Strengthen students' skills and confidence in using the English Language as a tool of communication through cross-curricular collaboration. • Bring students to widened exposure of interconnected fields of knowledge as well as unique skillsets through cross-disciplinary reading and other corresponding activities. • Promote cross-curricular collaboration and reading across the curriculum to help students connect and broaden knowledge across the disciplines. • Peer lesson observation as well as professional sharing at department level, panel head meetings and/or staff meetings for professional sharing and capacity building. | Generic Skills Breath of Knowledge Language Proficiency |

Development Framework and Summary

Major Concern 2:

Developing students' positive values and healthy lifestyle for their wellness.

(1) Background

During the past three school years, all schools in Hong Kong had to go through the alternating implementation of online lessons, class suspensions, and on-site lessons due to the pandemic. As our school is situated in the North District, the difficulties with travelling between Hong Kong and Shenzhen thus created unprecedented obstacles for the cross-border students. After more than 1,000 days of split-up, the whole school finally came together under the same sky. As society returns to normal, our students can once again experience regular campus life. However, due to the prolonged period of disruption in their education, many students' physical and mental health have been adversely affected; therefore, it is worrying to see their social skills, living habits, and self-care abilities deteriorate.

Many local experts and scholars have advocated on newspapers that it is necessary for society to take good care of students' physical and mental health after resuming normal life post-pandemic¹. After all, a healthy body and mind are the very foundation of learning. In view of this, the Education Bureau has launched the Mental Health @ School Project to provide online information, lectures, and related guidelines to school stakeholders to help take care of students' various needs.

According to the specific needs of the school and the general characteristics of the students, as well as the collected data of stakeholders' questionnaires, the school needs to better address student development in our upcoming three-year plan in the post-pandemic. The school aims at fostering students' positive values and attitudes in adversity for well-being as one of our major concerns in the coming three years.

(2) Areas of Concern

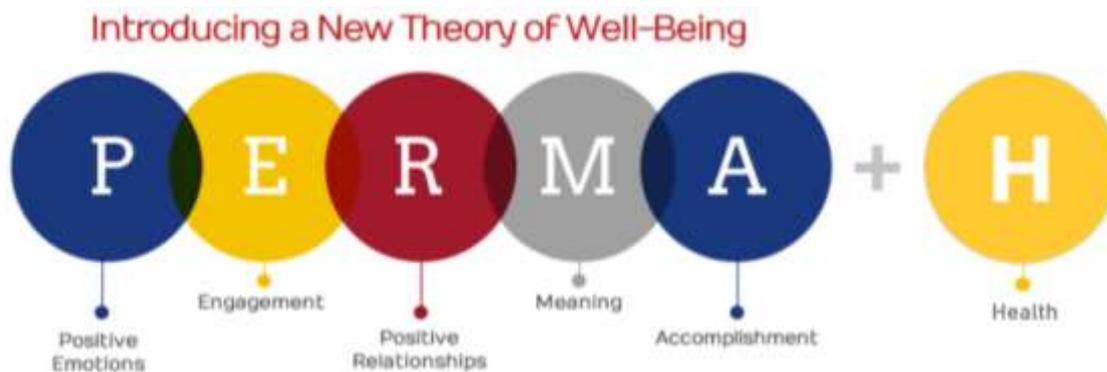
1. The Whole Person Health Concept

The Constitution of the World Health Organization, which came into force in 1948, defined health “as a state of complete physical, mental and social well-being.” It is even more apparent that the very concept of “health” in the past few decades has changed from the rather narrow objective of avoiding diseases to pursuing the health in bodily, mental, social, and spiritual scopes. These four aspects are to be the areas of concern in the implementation of the plan.

2. The Framework of Values Education - PERMA™

Dr. Martin Seligman, the father of positive psychology, proposed five core elements leading to happiness (PERMA™) and the concept of Positive Health (H). These elements have been widely used in the education field, various organizations, the media and so on. In the past school development plan for 2020-2023, the above framework has been used in the promotion of values education and it has been widely recognized. The elements in the framework will be further strengthened with the whole-school approach to promote students' well-being in the next school development plan.

¹ 香港中文大學健康公平研究所博士後研究員鍾嘉麒博士，星島日報文章《疫後「復常」邁向平等身心發展》
School Development Plan (2023-2026)



(3) Three-year Development Goals

Referring to the summary of the Hong Kong Federation of Youth Groups Research² on All-round Wellness, holistic health is an all-round healthy living goal that everyone can pursue. By being aware of one's persona needs (Awareness), one can achieve balance in all aspects of life (Balance), including physical, psychological, social, post, digital, and environmental health, and establish a good connection to the outside world (Connection). Promoting wellbeing of young people through the above concept of Wellness ABC can lead them to a meaningful life of fulfilment.



From Awareness (A) to Balance (B) to Connection (C) for Student Well-being

| Year | Direction | Major Concerns | Areas of Student Well-being | PERMA |
|-----------|----------------|---|-----------------------------------|---|
| 2023-2024 | Awareness (A) | Promoting whole person health and building students' healthy lifestyle | Physical Health Mental Health | Health Engagement |
| 2024-2025 | Balance (B) | Paying attention to mental health and engaging in positive social interaction | Mental Health Social Health | Positive Emotions Positive Relationships |
| 2025-2026 | Connection (C) | Stepping up to responsibility in pursuit of self-worth | Social Health Spiritual Health | Meaning Accomplishment |

² 香港青年協會,「全人健康 – 連繫內外」報告摘要
School Development Plan (2023-2026)

Major Concern 2: Developing students’ positive values and healthy lifestyle for their wellness.

| Targets | Time Scale | | | A General Outline of Strategies | Seven Learning Goals |
|--|------------|-------|-------|---|--|
| | 23-24 | 24-25 | 23-24 | | |
| Pursue whole person health, foster good lifestyle habits, sustain mental health and healthy social interactions, establish life values, and return to normal life in the post-COVID pandemic | ✓ | ✓ | ✓ | <p><i>Pursuing the health in bodily, mental, social, and spiritual scopes including:</i></p> <p>1. Physical Health</p> <ul style="list-style-type: none"> • More opportunities for students to engage in regular physical exercises. • Enable students to identify nutritious foods and emphasise the importance of nutritious foods in students’ growth. • Educate students the importance of a healthy, balanced diet for growth and well-being by following the food pyramid. • Enhance students’ time management skills so that they can strike a balance in different aspects. • Promote an orderly lifestyle among students and improve the quality of sleep. <p><u>Methods: balanced diet, weight management, exercise, regular work and rest, orderly life, etc.</u></p> <p>2. Mental Health</p> <ul style="list-style-type: none"> • Provide students with a variety of ways / environments to rest, for example, meditation experience, listening to music, etc. • Let students freely develop their personal interests. • Provide students with the opportunities to learn how to better cope with emotional distress. • Encourage students to take the initiative to actively introspect and seek help when necessary. <p><u>Methods: meditation, contact with nature, art, sports, listening to music, cultivating interests, etc.</u></p> | <p>National and Global Identity</p> <p>Breath of Knowledge</p> <p>Generic Skills</p> <p>Information Literacy</p> <p>Life Planning</p> <p>Healthy Lifestyle</p> |

| | | | | |
|--|---|---|--|--|
| | | | <p>3. Social Health</p> <ul style="list-style-type: none"> • Help students build positive, helpful relationship networks with their peers and family members. • Organise more teacher-student (relationship-building) activities to promote a positive, joyful atmosphere at school. • Promote positive community-building on campus to let students learn mutual-respect and gain a sense of belonging. <p><u>Methods: participating in the community, meeting friends, communicating with people from all walks of life, etc.</u></p> <p>4. Spiritual Health</p> <ul style="list-style-type: none"> • Strengthen students’ self-understanding for better goal setting, and hence life planning. • Promote students’ sense of personal responsibility through performing different classroom duties. • Teach students to be confident leaders. • Cultivate students’ positive Chinese cultural values such as caring for all. • Encourage students to undertake a wide range of public and/or community services to better understand the meaning of life. <p><u>Methods: pondering about life, establishing goals, serving others, and taking responsibility, etc.</u></p> | |
| Raise the school-wide awareness of student well-being and values education | ✓ | ✓ | <ul style="list-style-type: none"> • Arrange related seminars and workshops for parents, teachers, and students to promote student well-being. • Strengthen values education in student growth lessons through meaningful activities and tasks. | Breath of Knowledge Generic Skills Healthy Lifestyle |