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# The Church of Christ in China
# Heep Woh College
# 2026-2029 School Development Plan

## 1. School Vision and Mission

**The Hong Kong Council of the Church of Christ in China: Vision, Mission Statement and Core Values on Education**

**Vision**

Together we nurture the fullness of life; hand in hand we witness the love of Christ

**Mission Statement**

With the love of Christ, compassion for humanity and a progressive attitude, we strive to deliver quality education to develop students' potential to the fullest and to share with them the Gospel. We also aim to cultivate a sense of good citizenship which will benefit our society and nation.

**Core Value**

With the aim of spreading the word of God and serving the community, we provide holistic education to all with loving care, a progressive attitude and total commitment.

## 2. Our School: Belief Statement, School Goals and Core Values

**School Belief**

With pastoral care and a balanced curriculum, our school aims to promote a holistic education, which addresses the moral, intellectual, physical, social, aesthetic and spiritual needs of our students. This would enable them to achieve their personal best to glorify God and serve mankind.

**School Goal**

With LOVE and PASSION, we enhance students' whole-person development and nurture their virtues.
With ENDEAVOUR and COMMITMENT, we equip students to strive for excellence and become future leaders.

**School Core Values**

Love and Respect, Integrity and Justice, Faith, Excellence (LIFE)

## 3. School Motto

When you know the Truth, the Truth will set you free.

## 4. Holistic Review of School Performance

### a. Effectiveness of the School Development Plan in the cycle of 20226/27 - 2028/29[1]

[1] At the end of a school development cycle, schools should conduct a holistic review of the overall performance in implementing the SDP. The following points should be considered when conducting the review: (1) The effectiveness of the SDP should be evaluated with reference to the targets and the corresponding success criteria set; (2) Schools should report on the extent of achievement against the targets and deliberate on the reasons for the level of achievement; and (3) Schools should decide how individual major concerns are to be followed up if the targets are not fully achieved. They should consider revising the major concerns with enhanced implementation strategies. For major concerns with targets fully achieved, schools may incorporate them in their routine work or think of further development for the next school development cycle. For details, please refer to paragraph 3.3.1(a) of the related compilation guidelines.

| Major Concern and target | Extent of the target achieved | Follow-up action(s) | Remarks |
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| **1. Major Concern 1:Developing students' healthy lifestyle**<br><br>**Targets:**<br><br>1. To develop students' skills and attitudes to make healthy choices (physical health, mental and social well-being) so that they can thrive in all areas of life.<br><br>2. To enable pupils to discover their passion, recognise their potential, develop the capacity to set life goals, unlock their full potential, and achieve their dreams.<br><br>3. To foster a sense of social responsibility and empathy, and encourage students to use their talents and abilities to make a positive impact on others, the community, and the world around them. | Partly achieved | **Incorporated as routine work:**<br><br>• Institutionalise successful initiatives (*Growth Wednesday*, Growth Mindset Channel, AI Portfolio, and *Servant Leader Academy*).<br><br>**Continue to be a major concern**<br>• Strengthen targeted interventions to identify passive students and foster healthy daily routines (especially addressing sleep habits).<br><br>• Broaden internal/external social service platforms and create more student-led leadership and planning roles. | **Target 1: Health & Well-being**<br><br>● **Progress:** After initial awareness programs in Years 1–2 saw limited practical impact, Year 3 restructuring—introducing *Growth Wednesday* (sportswear day) and the *Growth Mindset Channel*—led to significant gains in APASO wellness scores and high Stakeholder Survey (SHS) satisfaction.<br>**Target 2: Strengths-Based Education & Potential (Fully Achieved)**<br><br>● **Enrichment:** Expanded to >70 regular ECAs/OLEs, introduced Music and PE electives, and launched the *Servant Leader Academy* (2025) with alumni mentorship and scholarships.<br>● **Innovation:** Developed an award-winning *AI Personalised Growth Portfolio* (Apple App Store, Summer 2026) to track affective and physical growth.<br>**Target 3: Social Responsibility (Partly Achieved)**<br><br>● **Strengths:** High student empathy and willingness to help; social |

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| | | | service integrated into the S2–S4 curriculum alongside impactful cross-border rural teaching programs.<br>● **Area for Growth:** Broaden overall participation rates and empower more students to take on leadership and organising roles. |
| **2. Strengthening students' learning confidence**<br><br>**Targets:**<br>1. To cultivate students' learning motivation, engagement, and study skills across key stages.<br><br>2. To facilitate smooth academic transition across different key stages.<br><br>3. To cater for learner diversity and enhance academic performance and language proficiency through Assessment for Learning (AfL) and targeted pedagogical strategies. | Partly achieved | **Incorporated as routine work:**<br>● Strengthen remedial and elite training.<br>● Promote reading to improve language proficiency.<br>**Continue to be a major concern for the next development cycle with adjusted target(s):**<br>● Foster student ownership and self-directed learning.<br>● Use data-driven support to improve academic performance.<br>**Others:**<br>● Use AI to empower teaching and learning. | **Target 1: Learning Motivation & Confidence**<br>● **Progress:** After refining the strategy in 2025 to focus on motivation and engagement (e.g., S1 VASK learning style workshops, diverse pedagogy, and recognition), APASO and survey data showed rising student engagement.<br>● **Next Step:** Continue strengthening student engagement, which is growing at a moderate pace.<br><br>**Target 2: Key Stage Transitions**<br>● **Junior Secondary (S1):** Highly effective; students adapted smoothly to secondary school.<br>● **Senior Secondary (S3 → S4):** Needs closer guidance on study strategies and academic goal-setting.<br><br>**Target 3: Learner Diversity & Academic Outcomes**<br>● **Achievements:** Partnered with CUHK QSIP (2025) to enhance |

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| | | | Assessment for Learning (AfL) and benchmarked data against 30 Band 1 schools to provide targeted support.<br>● **Results:** The 2026 HKDSE university entrance eligibility rate hit a **10-year high**, alongside marked gains in English pass rates.<br>● **Ongoing Priority:** Continue strengthening core Chinese and English language proficiency. |

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| **3. Nurturing student citizenship with national and global identity**<br><br>**Targets:**<br>1. To develop students with good moral character, positive values, and attitudes.<br><br>2. To deepen students' understanding of Chinese history, culture, and national security knowledge.<br><br>3. To broaden students' global awareness and respect for cultural diversity. | Fully achieved | **Incorporated as routine work:**<br>● Sustain the successful fostering of a strong national identity.<br><br>**Continue to be a major concern for the next development cycle with adjusted target(s):**<br>● Expand focus to Humanistic Qualities include priority values, National Education and UN Sustainable Development Goals (SDGs).<br><br>**Others:**<br>● Nurture digitally literate global citizens who are rooted in Chinese culture and practice "Tech for Good." | **National Identity & Moral Development:**<br>● **Territory-Leading Results:** APASO national identity scores consistently ranked in the territory's top tier.<br>● **Experiential Learning:** Organised diverse experiential activities—such as Mainland exchange programmes and museum visits—to spark interest and foster positive attitudes toward National Education.<br>● **High Engagement:** Achieved high student participation and enthusiastic engagement across all national education initiatives.<br>● **Flag Guard Team:** Established an exemplary Flag Guard Team that reinforces campus-wide national pride.<br>**Innovative Cultural Learning:**<br>● **Pioneering Curriculum:** Developed the cross-curricular *Miniature Art Interdisciplinary Programme* and established a dedicated on-campus learning centre.<br>● **Authentic Learning Roles:** Engaged students as docents, curators, and media producers to actively promote tangible and intangible Chinese culture.<br><br>**Recognition & Global Impact:** |

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| | | | ● **Media & Academic Recognition:** Featured widely in local and international media (e.g., RTHK, Singapore National Radio) and hosted visits from overseas scholars.<br>● **Cultural Ambassadors:** Successfully empowered students to serve as confident, real-world cultural ambassadors. |

**b. Based on the reflection against the Seven Learning Goals (7LG)[ii], conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.**

1. **How good is my students' performance in achieving the Seven Learning Goals (7LG)?**

Overall, students demonstrate commendable progress and well-rounded competence across the 7LG, with distinctive strengths in national identity, breadth of knowledge, generic skills, and information literacy, alongside identified areas for ongoing reinforcement in language proficiency and life planning.

- **National and Global Identity (Goal 1 - Outstanding):**
  Students exhibit an exceptionally strong sense of national identity and cultural belonging. Longitudinal APASO findings place the school's national identity sub-scale among the highest tier in Hong Kong. Students actively engage in Chinese cultural and national education programmes, most notably the cross-curricular *Miniature Arts Interdisciplinary Learning Programme*, which has gained widespread acclaim and allowed students to serve effectively as cultural ambassadors and curators.
- **Breadth of Knowledge (Goal 2 - Very Strong):**
  Students possess a solid knowledge foundation across key learning areas. In the 2026 HKDSE Examination, students attained remarkable results with university entrance. Elite students consistently capture top awards in regional and international competitions, including Mathematics and Science Olympiads and STEAM innovation challenges. Extensive Life-wide Learning (LWL) days, experiential learning camps, and cross-border study tours have successfully broadened students' global and interdisciplinary perspectives.
- **Generic Skills & Information Literacy (Goals 4 & 5 - Strong):**
  Through authentic platforms such as the *Servant Leader Academy*, student leadership positions, entrepreneurial fairs, and innovation competitions, students demonstrate advanced critical thinking, collaboration, problem-solving, and communication skills. Furthermore, with the mature whole-school implementation of Bring Your Own Device (BYOD) and tiered Artificial Intelligence (AI) education, students demonstrate high information literacy and digital proficiency. APASO data on cyber ethics indicates negligible improper online behaviour, confirming that students uphold strong digital citizenship and cyber ethics.
- **Healthy Lifestyle and Life Planning (Goal 7, 8 - Substantial Progress with Identified Needs):**
  Affective data from the *Wellness-Gram* and Year-End School-Based Surveys indicate marked improvements in 2025/26. The majority of students embrace a growth mindset, participate actively in physical activities, and maintain positive interpersonal relationships. However, survey data also reveal that students hold high personal academic expectations, resulting in stress and sub-optimal sleep quality. Equipping students with stress management strategies and effective study techniques remains an essential focus.
- Although APASO scores remain stable in Life Planning, internal year-end survey data indicate that a segment of our students still requires additional guidance to build clarity and self-confidence regarding their long-term goals and future direction. To address this, the

implementation of the AI Growth Portfolio is strategically designed to help students track their affective development and establish actionable personal and career milestones.

- **Language Proficiency & Reading Habits (Goal 3 - Key Area for Improvement):**
  Although academic results in Chinese and English showed positive gains, language proficiency—particularly in English—remains an area requiring urgent and sustained enhancement. Whole-school reading habits (both assigned and leisure reading) have not yet seen a substantial breakthrough over the cycle. Establishing an authentic, immersive language environment and systematic reading-across-the-curriculum strategies are critical priorities for the next development cycle.
- **Caring Campus Culture and Whole-School Values Education Framework:**
  Teacher-student rapport is exceptional, securing top ratings in the SHS and APASO. The positive campus culture ensures students feel valued, supported, and safe to take on challenges.
  The school established a structured *Whole-School Values Education Curriculum Map*. This matrix systematically assigns and aligns the 7LG and EDB core values across academic departments and functional committees, generating strong synergy and ensuring a balanced, coherent values education curriculum across all key stages. Findings from the evaluation tools students' upholding positive attitudes and values and behavior well.

## 2. How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?

The school provides a dynamic, diversified, and authentic learning environment designed to nurture lifelong learning capabilities and whole-person development.

- **Quality Pedagogy & Differentiated Support:**
  Findings from the SHS, APASO, and school-based evaluations consistently show high student appreciation for teachers' clear instruction and pedagogical support, with several APASO Q-scores ranking among the territory's top tier. To address learner diversity and rebuild academic self-efficacy, the school institutionalised tiered enhancement and remedial schemes (e.g., Boost Programme, Study Squads). Teachers formed CoP focused on Self-Directed Learning (SDL) and Assessment for Learning (AfL), effectively driving continuous instructional improvement.
- **Authentic and Interdisciplinary Curriculum:**
  The school transcends conventional classroom boundaries by integrating authentic learning contexts. A prominent example is the 2025/26 whole-school cross-curricular project based on the local intangible cultural heritage (Kam Tin Jiao Festival 錦田醮慶), in collaboration with the HKU

AR/VR research team, which seamlessly integrated humanities, arts, and immersive educational technologies.

- **Experiential Learning & Life-Wide Learning (LWL):**
  A broad spectrum of experiential learning opportunities—including LWL Days, LWL Camps, field trips, Lunar New Year fair stalls, entrepreneurial bazaars, and docent training at the on-campus Miniature Art Learning Centre—effectively empower students to apply classroom knowledge to authentic real-world scenarios.
- **Resource Optimisation & Broad Curriculum Offerings:**
  The school strategically deploys government funding and grant resources to subsidise student participation in external and international exposure programmes. In the senior secondary curriculum, the school maintains diverse elective pathways, offering Visual Arts, Music, and Physical Education alongside traditional subjects, fully catering to diverse student talents and aspirations.
- **AI-Empowered Lifelong Learning:**
  Embracing technological advancement, the school pioneered whole-school and elite AI learning initiatives (e.g., STEAM Days, AI Education Day). Subject panels (e.g., Chinese Language, Science, Mathematics) have integrated generative AI tools into everyday learning tasks, fostering self-directed learning and equipping students with forward-looking digital competencies.

## 3. How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

The school exercises **visionary, transparent, and distributed leadership** to steer continuous improvement and sustainable development. Anchored in a mature **P-I-E** cycle and an acclaimed **Knowledge Management (KM)** framework, the school effectively aligns administrative decisions, professional capital, and community resources to cater to students' whole-person development and lifelong learning needs.

**2. Key Strengths and Effective Practices**

- **Evidence-Based Strategic Planning and Consensus Building:**
  - The formulation of the SDP and Annual School Plan is strongly data-informed and participatory. Through APASO, SHS, comprehensive school-based surveys tracking students' affective and whole-person development, school leaders and teachers rigorously analyse empirical data to identify developmental priorities.
  - Extensive professional dialogues and consensus-building sessions are conducted across all departments, ensuring that the developmental blueprint reflects a shared vision among all staff and genuinely addresses students' evolving needs.

- **Participatory Governance, Transparency, and Accountability:**
  - The school implements an open and highly consultative governance structure. The School Administrative Committee

comprises a balanced representation of frontline teachers, senior staff, and democratically elected teacher representatives, ensuring diverse perspectives are integrated into policy formulation.
    - To maintain an open communication channel, a standing anonymous feedback platform is actively monitored by the Principal and Vice-Principals, with prompt and transparent public responses provided to staff concerns.
    - Demonstrating an exceptional level of accountability, the school leadership and functional/subject departments compile Monthly Commitment Reports. These reports are openly shared with the IMC, EDB, parents, and stakeholders, fostering high transparency and public trust.

- **Systemic Knowledge Management (KM) and Quality Assurance:**
    - The school possesses a well-established KM ecosystem that has earned widespread recognition across the education sector, leading to frequent invitations from Universities and various educational bodies for territory-wide professional sharing.
    - To institutionalise quality assurance and establish a common professional language, standardised tools—such as the *School-based Large-scale Activity Planning and Evaluation Form*—are implemented across all departments. This systemic mechanism streamlines inter-departmental collaboration and ensures rigorous post-activity evaluation aligned with curriculum and development trends.

- **Strategic Stakeholder Engagement & Resource Mobilisation (PI 1.2 Collaboration & Support):**
    - The school proactively engages parents through varied platforms, including hosting more than five "Tea Gatherings with the Principal" per academic year to directly listen to parental feedback.
    - The school capitalises on its strong alumni network by establishing the Leaders Academy. Through flagship initiatives such as the "Legacy Programme" (supported by esteemed alumni, including senior police officers), substantial mentorship, life-planning, and leadership resources are channeled to support students' character building and whole-person growth.
    - Leadership has proactively expanded high-level community, academic, and even global collaborations

**Way Forward: Fostering Cross-Generational Synergy and Shared Commitment**

- **Embracing Dynamic Team Growth for Sustainable Development:**
    - The recent infusion of new talent has enriched our professional community with diverse viewpoints and creative energy. To seamlessly integrate this fresh momentum with the school's established traditions and strategic priorities, the school is committed to deepening team cohesion.
    - **Strategic Initiatives:** The school will enhance structured induction, peer coaching, and collaborative planning mechanisms. Through active listening and sustained professional dialogue, we will continue to build strong mutual trust, harmonise differing perspectives, and consolidate collective efficacy for the school’s long-term advancement.

## c. How Can My School Be Better

## 1. What are my students' needs?

Triangulating evidence from the SHS, APASO, comprehensive school-based reviews, and student focus group interviews, the school has identified the following hierarchy of student developmental needs:

- **Enhancing Language Proficiency & Communication Competence:**
  Consolidating students' bi-literate and tri-lingual foundation—with particular emphasis on English language proficiency, authentic language application, and reading across the curriculum—is the foremost academic priority.
- **Strengthening Life Planning & Goal-Setting:**
  Students need systematic guidance to clarify their life goals, cultivate self-understanding, and build self-efficacy so they can make informed academic and career choices with confidence and a clear sense of purpose.
- **Internalising and Practising Healthy Lifestyle Habits:**
  Moving beyond conceptual awareness, students need structured support to translate wellness knowledge into daily actions, especially in stress management, sleep hygiene, and balanced physical activity routines.
- **Fostering Digital Literacy with Humanistic Qualities:**
  In the era of digital empowerment and AI, students must be equipped with advanced information literacy and ethical digital citizenship, ensuring they grow into technologically competent talents anchored in humanistic and ethical values (*equipped talents with information literacy and humanistic qualities*).
- **Mastering Effective Study Strategies & Building Learning Confidence:**
  To sustain academic progress and build on existing knowledge gains, students need explicit coaching in metacognitive and self-directed learning skills, thereby boosting their academic self-efficacy and sustaining lifelong learning habits.
- **Broadening Global Perspectives & Sustainable Development Awareness:**
  Students need expanded exposure to foreign languages, international exchange opportunities, and deeper engagement with the UN Sustainable Development Goals (SDGs), nurturing a sense of shared responsibility for global sustainability and national development.
- **Progressive Development of Generic Skills**:
  As the foundational areas above are steadily addressed, students' higher-order generic skills (critical thinking, problem-solving, collaboration, and creativity) will be systematically strengthened.

## 2. What is my school's capacity for continuous improvement and development?

The school demonstrates a robust and self-sustaining capacity for ongoing advancement. This is underpinned by an empirical SSE framework, participatory leadership, high pedagogical capital, and rich multi-sector partnerships that collectively drive teaching excellence and holistic student growth.

**2. Key Pillars of School Capacity**

- **Empirical Review & Codified Quality Assurance:** Developmental blueprints are guided by longitudinal affective and diagnostic student data. Codified KM frameworks and standardised review protocols ensure institutional consistency and rigorous quality monitoring across all departments.
- **Adaptive Teaching Capital & Digital Innovation:** Collaborative teacher inquiry actively advances self-directed learning, formative feedback, and emerging AI tools. Structured, tiered scaffolding effectively accommodates diverse learning profiles while reinforcing academic self-belief.
- **Curricular Breadth & Resource Stewardship:** Prudent resource allocation secures broad senior elective choices alongside immersive, technology-infused cross-disciplinary initiatives co-developed with tertiary institutions.
- **Transparent Governance & Social Capital:** Open administrative routines and regular public reporting maintain high trust. Leadership adeptly mobilises community capital through structured parental engagement, extensive alumni career/character mentorship, and specialised arts partnerships.

**3. Way Forward**

- **Harness Staff Synergy:** Deepen cross-generational peer coaching to integrate experienced pedagogical wisdom with fresh instructional ideas.
- **Scale Adaptive Learning:** Broaden AI-assisted tools to offer more personalised academic support across subjects.
- **Extend External Networks:** Further leverage alumni and community alliances to cultivate students' lifelong adaptability and character.

## 3. What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

- Guided by the school's mission—"To nurture servant leaders with the fullness of life"—the school adopts a clear developmental

paradigm that integrates whole-person wellness, values education, academic excellence, and diverse talents.

- Priority Hierarchy:

a. **Physical & Psychological Wellness and Healthy Habits**
   Establishing regular physical exercise, healthy sleep patterns, and practical stress coping mechanisms to build resilience and emotional well-being.
b. **Values Education & Character Development**
   Deepening the school's L-I-F-E core values:
   - L – Love and Respect (愛與尊重)
   - I – Integrity and Justice (誠信與公義)
   - F – Faith (信心與信仰)
   - E – Excellence (追求卓越)

   Systematically aligning these values with the EDB's 12 Priority Values and Attitudes, National Security Education, and the UN Sustainable Development Goals (SDGs) to cultivate students' humanistic qualities and global citizenship.
c. **Nurture Responsible and Proactive Learners**
   Empowering students with essential study strategies and metacognitive skills to build academic confidence, enhance internal and external examination outcomes, and prepare them effectively for post-secondary education and professional pursuits.
d. **Multiple Intelligences & Strengths-Based Development**
   Unlocking individual potential through diversified arts, sports, STEAM, and leadership platforms (e.g., Servant Leader Academy), enabling every student to thrive and live out a purpose-driven life as a servant leader.

II The Seven Learning Goals of primary education are national identity, proper values and attitudes, knowledge of key learning areas, language skills,

generic skills, reading and digital literacy, and healthy lifestyle. The Seven Learning Goals of secondary education are national identity and global perspective, breadth of knowledge, language proficiency, generic skills, digital literacy, life planning, and healthy lifestyle.

**Major Concerns of the 2026/27 – 2028/29 School Development Cycle**

◆ Based on the above holistic review of school performance, the major concerns in order of priority are:

1. Cultivating a healthy lifestyle and helping students develop healthy habits 培養健康的生活方式，幫助學生建立健康習慣。
2. Nurturing students' sense of responsibility and proactive attitude toward learning 培育學生成為有責任感、積極主動的學習者。
3. Nurturing talents equipped with both digital literacy and humanistic qualities 培育學生成為兼具數字素養與人文關懷精神的人才。

## School Development Plan (2026/27 - 2027/29)

| Major Concerns | Targets<br><br>(Students' Performance) | Time Scale (Please insert ✓) | | | Outline of Strategies | 7LG<br><br>(Related Learning Goals of Secondary Education*)[2III] |
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| | | Year 1 | Year 2 | Year 3 | | |

[2III] All along, school work has always been related to the 7LG. Schools could consider how the major concerns relate to the 7LG and list the related learning goal(s) in this column when setting major concerns. Apart from the major concerns, schools should help students achieve the 7LG to foster their whole-person development and lifelong learning through routine work, which does not need to be recorded in the SDP. The 7LG of primary education are national identity, proper values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and digital literacy, and healthy lifestyle. The 7LG of secondary education are national identity and global perspective, breadth of knowledge, language proficiency, generic skills, digital literacy, life planning, and healthy lifestyle.

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| 1. Cultivating a healthy lifestyle and helping students develop healthy habits. | ● Upholding proper values and attitudes, and demonstrating good manners towards others.<br>● Effectively utilising the internet without over-reliance; junior secondary students should reduce or carefully use social media.<br>● Habitually applying a growth mindset.<br>● Possessing good resilience, sufficient to cope with daily life challenges.<br>● Engaging in regular physical activity to maintain physical and mental health.<br>● Having sufficient sleep to remain energetic in the morning.<br>● Actively participating in co-curricular activities to discover interests and develop strengths. | ✓<br><br>✓<br><br>✓<br><br>✓<br><br>✓<br><br>✓ | ✓<br><br>✓<br><br>✓<br><br>✓<br><br>✓<br><br>✓ | ✓<br><br>✓<br><br>✓<br><br>✓<br><br>✓<br><br>✓ | ● Intensifying efforts to promote student mental health through form-based or whole-school positive education and life-wide learning activities, enhancing students' emotional management abilities, mental health awareness, and interpersonal communication skills.<br>● Conducting education on digital literacy and prevention of addictive behaviours.<br>● Using real-life scenarios as an introduction (or follow-up after learning activities), allow students to discuss how to face challenges and adversity, and express their views, to help them reflect on their attitudes and behaviours, and guide them in applying a growth mindset.<br>● Systematically promote a growth mindset within the school by whole-school activities and daily teaching.<br>● Enhance students' resilience and perseverance through group activities, sports (Remark 1), and adventure-based learning.<br>● Through inter-class, house, and form-based activities, enhance students' group social development and life skills education, such as Respect for Others, Commitment, Empathy and Unity.<br>● Cultivate students' politeness and etiquette through class teacher periods and daily classroom training.<br>● Strengthening parents' education and home-school cooperation to jointly cultivate proper values, good attitudes, healthy habits and | Generic Skills,<br><br>Digital Literacy,<br><br>Healthy Lifestyle |

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| | | | | | digital literacy in students. | |

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| 2. Nurturing students' sense of responsibility and proactive attitude toward learning. | • Being a responsible and proactive learner (Remark 2).<br>• Actively participating in school-based and external activities and competitions, enabling them to unleash their potential, challenge themselves, and build learning confidence.<br>• Enhancing learning motivation and self-directed learning capabilities<br>• Strengthening digital literacy and innovative thinking, and effectively utilising digital learning tools, including Artificial Intelligence, to empower learning.<br>• Having a thorough understanding of Career and Life Planning and implementing it with a serious attitude.<br>• Evaluating and suggesting ways to enhance the effectiveness of learning resources and strategies. | ✓<br>✓<br>✓<br><br>✓ | ✓<br>✓<br>✓<br>✓<br>✓<br>✓ | ✓<br>✓<br>✓<br>✓<br>✓<br>✓ | • Implementing pre-lesson preparation, teaching note-taking skills, and higher-order thinking tools to help students develop good learning habits and master various self-learning strategies.<br>• Designing lessons using "Classroom Elements for Promoting Self-directed Learning" (Remark 3) to encourage students' "high participation" and "high display.<br>• Optimising life planning education work, setting learning objectives for each level.<br>• **Curriculum:** Adopting "AI + Curriculum" and "human-AI collaborative learning mode".<br>• **Teaching:** Digital transformation, effectively utilising Artificial Intelligence to empower teaching, enhancing classroom interaction, better catering for learner diversity, and strengthening students' critical thinking, communication, collaboration, and creativity. Teachers design learning tasks that allow students to actively link their learning to real-life experiences and have the opportunity to develop entrepreneurial thinking.<br>• **Learning:** Utilising various digital tools and blended teaching modes to support students' learning.<br>• **Assessment:** Promoting assessment as learning with the empowerment of digital tools. Each subject formulates subject-based development objectives, strategies, guidelines, student self-assessment, and teacher assessment tools and strategies used. | Breadth of Knowledge,<br>Language Proficiency,<br>Generic Skills,<br>Digital Literacy,<br>Life Planning, |

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| 3. Nurturing talents equipped with both digital literacy and humanistic qualities. | ● Possessing problem-solving and innovation capabilities.<br>● Having a deep understanding of national development and global issues, possessing critical thinking skills, and holding proper values and attitudes based on Chinese culture.<br>● Demonstrating a willingness to contribute to the nation's security, prosperity, and the world's sustainable development.<br>● Practicing "Technology for Good."<br>● Showing a willingness to participate in volunteer services to practice humanistic care. | <br>✓<br>✓<br>✓ | ✓<br>✓<br>✓<br>✓<br>✓ | ✓<br>✓<br>✓<br>✓<br>✓ | ● Continuously strengthen teachers' understanding of Chinese culture and the United Nations' sustainable development goals (UN SDGs).<br>● Planning activities that cover cognitive, effective, and practical dimensions in value education.<br>● Planning diverse learning activities referring to the "National Education – Event Planning Calendar" provided by the Education Bureau and international special days.<br>● Actively encouraging students to participate in school-based and external activities and competitions related to national education and the 12 priority values.<br>● Implementing digital transformation in classrooms and other learning experiences, leveraging Artificial Intelligence to empower teaching, enhancing interaction, better catering for learner diversity, and strengthening students' critical thinking, communication, collaboration, and creativity.<br>● Through national education and related learning experiences, strengthening the cultivation of priority values in students.<br>● Reminding students to stay vigilant regarding issues such as cyberbullying and the discernment of the authenticity of information.<br>● Arranging and/or organising diverse learning activities for students to enhance the atmosphere of digital technology learning on campus. | National Identity and Global Perspective,<br><br>Breadth of Knowledge,<br><br>Generic Skills,<br><br>Digital Literacy, |

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| | | | | | ● Promoting more inter-subject exchange and sharing of good practices in classroom learning and teaching.<br>● Organising cross-disciplinary activities to further foster the atmosphere for digital technology learning on campus, nurturing students to become future innovative talents with humanistic qualities.<br>● Organise interdisciplinary activities to foster a strong atmosphere of digital technology learning on campus and nurture future innovative talents. | |

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**Remark 1: Promoting Sports and Building Perseverance**

- Led by the Physical Education Department, establishing a physical activity policy to create an ideal sports atmosphere, increase students' physical activity levels, and promote the establishment of an active and healthy lifestyle, in conjunction with the "MVPA60 Reward Scheme".
- Optimising and opening school sports facilities; or making good use of community resources, encouraging students to persevere in physical training to cultivate their self-discipline and perseverance, specifically helping identified students in need.

**Remarks 2: Performance of a Responsible and Proactive Learner**

- Diligently completing homework and submitting it on time.
- Making every effort to prepare for each assessment.
- Actively taking notes in class and using them for revision after class.
- Demonstrating "high participation" and "high display" in class.
- Raising questions and suggesting topics of enquiry

**Remarks 3: Classroom for promoting self-directed learning:**

- Teachers should clearly explain learning strategies and help students set feasible learning goals; provide opportunities for students to explore topics they are interested in, so that they become engaged in the learning process, and guide students in assessing their own learning effectiveness. Cultivating students' sense of achievement and ownership is equally important; teachers should provide students with opportunities to showcase their learning outcomes and understand the connections between different learning experiences (from EDB: "Curriculum Guide" Booklet 3, 2017

P.7). This aligns with the strategies in Major Concern 2 to enhance learning motivation and self-directed learning capabilities.

- In conjunction with the promotion of self-directed learning, teachers actively utilise the concept of "learning time" to enhance the effectiveness of classroom learning and teaching. They arrange various pre-lesson tasks on e-learning platforms and follow up in class. Additionally, teachers focus on improving students' learning effectiveness by teaching diverse learning strategies, including the use of thinking tools and note-taking techniques. Students are also observed to appropriately use mind maps, timelines, etc.. This reflects specific implementation strategies mentioned in Major Concern 2, such as setting pre-lesson preparation, teaching note-taking skills, and using classroom elements to promote "high participation" and "high display".