



Our Mission

We adopt “Light and Life” and “All For One, One For All” as our school motto, and our commitment is to offer students a holistic education upon Christian principles and nurture in them a positive outlook on life so that they can be self-motivated, resolute, devoted to making valuable contributions to the community, and prepared for the sublime state of life.

Our Goals

We strive to develop students’ potential to the full, to encourage students to read extensively, to foster good use of information technology in learning, and to encourage students to demonstrate exemplary conduct. We also target at cultivating students’ creativity and enhancing their language proficiency. We provide multifarious co-curricular activities to help students develop healthy interests as well as cultural and sporting pursuits. We aim at nurturing our students to be confident and well-equipped

for the future.

Major Concerns

1. To enhance learning and teaching efficacy
2. To promote students' well-being through life and values education

Major Concern 1: To enhance learning and teaching efficacy

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1 To equip teachers with the necessary skills to enhance learning efficacy	Organizing professional development programmes	<ul style="list-style-type: none">• 80% teachers agree that the programmes enhance learning efficacy.• 80% teachers habitually share good teaching strategies and materials among panel members.	<ul style="list-style-type: none">• Teacher survey• CPD record	Whole year	<ul style="list-style-type: none">• Professional Development and Support Team• All subject departments	Resources from EDB, universities and other service providers
1.2 To enhance engagement and motivation in learning both inside and outside classrooms	Use of e-learning tools in teaching and learning	<ul style="list-style-type: none">• 90% teachers gain skills and insight in using interactive TV in classrooms and various e-learning tools.	<ul style="list-style-type: none">• Lesson observation• Teacher feedback• Subject documents	Whole year	<ul style="list-style-type: none">• Professional Development and Support Team• IT Team• All subject departments	Resources from EDB, universities and other service providers

	Provision of authentic learning experience (e.g. visits, competitions, field trips, STEM projects, etc.)	<ul style="list-style-type: none"> • More students enjoy learning according to stakeholder survey. • 70% teachers agree that more opportunities for authentic learning experiences have been explored. 	<ul style="list-style-type: none"> • Stakeholder survey • Teacher survey • Subject documents 	Whole year	<ul style="list-style-type: none"> • All subject departments 	/
	Organizing study tours to develop students' global perspective and broaden their horizons	<ul style="list-style-type: none"> • At least 3 mainland China study tours are organized. • At least 1 overseas study tour is organized. • 80% students agree that study tours have broaden their global perspective and horizons. 	<ul style="list-style-type: none"> • The number of study tours organized • Feedback from students 	Whole year	<ul style="list-style-type: none"> • National Education Committee • Chinese History Department • Citizenship and Social Development Department • English Department 	Life Wide Learning Fund
1.3 To develop independent lifelong learners	Integrating self-directed learning elements in learning and teaching (e.g. flipped classroom, online reading scheme, etc.)	<ul style="list-style-type: none"> • 70% teachers have arranged self-directed learning tasks for students. • 70% teachers agree that more students are self-directed learners. 	<ul style="list-style-type: none"> • Teacher survey • Stakeholder survey • Subject documents 	Whole year	<ul style="list-style-type: none"> • All subject departments 	/
	Developing students' learning habits and equip them with appropriate learning skills	<ul style="list-style-type: none"> • 70% teachers have taught learning skills in lessons. • More students use effective learning skills. 	<ul style="list-style-type: none"> • Teacher survey • Stakeholder survey • Subject documents 	Whole year	<ul style="list-style-type: none"> • All subject departments 	/

1.4 To cater for individual differences in learning	Inclusion of variety in assessments and learning activities (e.g. group projects, discussion, visits, competitions, investigations, offering choices, etc.)	<ul style="list-style-type: none"> 70% teachers have included more variety in assessment and learning activities. 	<ul style="list-style-type: none"> Teacher survey Subject documents 	Whole year	<ul style="list-style-type: none"> All subject departments 	/
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Major concern 2: To nurture students with positive thinking

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.1.1 Teachers are equipped with knowledge of 'Life and Values Education' 2.1.2 Teachers are able to apply knowledge of 'Life and Values Education'	<ul style="list-style-type: none"> Arranging teacher training sessions on 'Life and Values Education' Arranging teacher training sessions on 'Life and Values Education' & devising plans on application 	<ul style="list-style-type: none"> Teachers are more confident in incorporating positive values in formal and informal school settings. 	<ul style="list-style-type: none"> Teachers' feedback Evaluation meeting with Guidance Team members Student survey 	Whole year	<ul style="list-style-type: none"> Guidance Team & All teachers 	EdUHK

2.2 Students are nurtured with certain positive values as coping strategies for better well-being.	<ul style="list-style-type: none"> • Visual cues on campus • Application of S5 Experiential Mindfulness Programme • Various guidance programmes, including <ul style="list-style-type: none"> - Student talks - Form-based workshops - Parent talks - Parent workshops - Art programme - Week of Happiness & Appreciation - Topic-based game booths - Training programmes - Day camps - Voluntary services 	<ul style="list-style-type: none"> • Students are given chances to participate in several programmes organized by the Guidance Team which aim to bring them more positive affect and greater life satisfaction. 	<ul style="list-style-type: none"> • Teachers' feedback • Evaluation meeting with Guidance Team members • Student survey 	Whole year	<ul style="list-style-type: none"> • Guidance Team & All teachers 	<ul style="list-style-type: none"> • EdUHK • School funding
	<ul style="list-style-type: none"> • Organizing various sharing sessions about the certain positive values in the morning assemblies for all the students. • Focusing on certain positive values in the Inter-class Classroom Management & Bulletin Board Design Competition 	<ul style="list-style-type: none"> • Students get to know more about and are confident in incorporating certain positive values. • Students are more self-disciplined in their daily classroom cleaning routine. 	<ul style="list-style-type: none"> • Google Form (Student survey) • Teachers' feedback 	Whole year	<ul style="list-style-type: none"> • All teachers 	

2.3 Cultivate Spiritual Practices among Students	<ul style="list-style-type: none"> • Design a comprehensive schedule for regular rituals, including daily prayer sessions and religious assemblies, to promote students' spiritual well-being. • Organize whole-school functions, such as Christmas Service and Gospel Week, that align with Christian beliefs and encourage active student participation, to promote students' spiritual well-being. 	<ul style="list-style-type: none"> • At least 5% of students in whole school serve in regular rituals like daily prayer sessions and religious assemblies. • Active engagement and participation of students in whole-school functions like Christmas Service and Gospel Week. 	<ul style="list-style-type: none"> • Statistics of student leaders at the end of the academic year • Questionnaire of Eater Service • Teacher's feedback 	Whole year	<ul style="list-style-type: none"> • Religious Activity Team member & Volunteer Christian teachers 	SSB funding and school funding
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2.4 Nurture Student Well-being through Emotional and Mental Support	<ul style="list-style-type: none"> • Incorporate moments of emotional and mental support, such as mindfulness exercises and encouraging messages, during regular religious rituals like prayer sessions and assemblies. • Offer opportunities for students to engage in caring for others through community service activities and acts of kindness such as caring of S1 and S6 students by giving gifts with positive message. 	<ul style="list-style-type: none"> • Positive feedback from students indicated that moments of emotional and mental support were meaningful and helpful. • Observations of improved emotional well-being and support among students. 	<ul style="list-style-type: none"> • Teachers' observation • Google form (Record of religious activities for S1-S3) 	Whole year	<ul style="list-style-type: none"> • Religious Activity Team members & • Church, Christian Organizations 	School funding
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2.5 An inclusive atmosphere which emphasizes mutual respect and understanding is cultivated, to better promote students' well-being	<ul style="list-style-type: none"> Students will be nominated to join the Peer Tutoring Scheme organized by the Guidance Team so as to gain support from peers and the Guidance Leaders. 	<ul style="list-style-type: none"> 70% Students find the scheme beneficial 	<ul style="list-style-type: none"> Evaluation forms Teacher and/or Social Worker's observation 	Whole Year	<ul style="list-style-type: none"> SEN Support Team & Guidance Team 	
	<ul style="list-style-type: none"> Students will be nominated to join different leadership team, e.g. Guidance Leaders, Life Ambassador so as to provide more opportunity for them to cooperate with different students. 	<ul style="list-style-type: none"> 70% Students find the leadership programme beneficial 	<ul style="list-style-type: none"> Evaluation forms Teacher and/or Social Worker's observation 	Whole Year	<ul style="list-style-type: none"> SEN Support Team 	
	<ul style="list-style-type: none"> Inclusive education activities will be organized to promote mutual respect of individual difference among teachers and students. 	<ul style="list-style-type: none"> 70% Students find the sharing beneficial 	<ul style="list-style-type: none"> Evaluation forms Teachers' feedback 	Whole Year	<ul style="list-style-type: none"> SEN Support Team & MCLE Team 	School funding