Evangel College
School Development Plan

2024/2025 – 2026/2027
(3 Years)

1 School Vision & Mission

With biblical truth as our cornerstone, we seek to provide quality whole-person education to help the youth cultivate a wholesome attitude, realize their potentials and achieve a well-balanced development, spiritually, morally, intellectually, physically, socially and aesthetically. We strive to guide the young towards a life based on Christian virtues, Chinese culture and a global outlook. In our school, the children will live together in harmony, mutual respects, but are fearless to face their responsibilities. They are driven by a desire to care about the community, serve mankind and not least, their country.

2 School Goals: Achieving ACTS and developing required Professional Capacity

2.1 Academic Attainment

2.1.1 **Professionalize teaching and learning** in school-based curriculum development, student-centred classroom teaching, practising assessment for learning, coping with learner diversity as well as developing the capacity of students to learn independently.

2.1.2 Pursue the mission of Success for ALL in the HKDSE Examinations and admission to degree programs of local universities.

2.2 Character Building:

2.2.1 Implement **Life Value Education** which nurtures students to acquire life values, develop healthy self – personal, social and spiritual – and contribute to others in the social, societal, national and global arena.

2.3 Talent Development:

2.3.1 Provide diversified platforms for students to explore and **develop their talents**.

2.3.2 Help students develop mindset for releasing their personal potentials.

2.4 Spiritual Maturity:

2.4.1 Preach Gospel to students.

2.4.2 Help students transform their mindsets.

2.5 Professional Capacity:

2.5.1 Develop a critical mass of **teacher leaders** dedicated to developing the school into a learning organization.

3 School Motto

Proclaim the truth. Nurture our youth. （播揚真理．道育幼苗）

4 Core Values of Education

4.1 The principle of creation

4.1.1 The biblical truth

4.1.1.1 All people are created by God. They are created in the image of God and are seen as good by God. God gives people the freedom of choice and assigns them to manage the earth.

4.1.2 Implications for education:

4.1.2.1 Since God values all people, teachers should respect students and educate them to respect themselves and others. People's value is not related to the extrinsic attributes – achievement, attainment, appearance, wealth and power, etc. – but the intrinsic value God gives people.

4.1.2.2 Since people are created in the image of God, teachers should see the potentials of students to grow and learn. Teachers should educate students to see their own potentials, humble themselves (for their potentials are given by God) and make every effort to help students release their potentials.

4.1.2.3 For God gives people the freedom of choices, teachers are not able to replace students to make choices. Instead, teachers should guide students make the best choices by helping them understand the rationales and consequences of choices.

4.1.2.4 For God gives people the mission of ruling the earth, teachers should educate students to prepare themselves for contributing to others and the world. (Learning to contributing to others and the world)

4.2 The principle of fall of man

4.2.1 The biblical truth

4.2.1.1 God reminds Adam and Eve not to sin. They chose to sin – falling short of the expectation of God. Since then, the relationship of people with God is broken. Without God, people go farther and farther away from the

truth and become less and less godly but more and more self-centred.

4.2.2 Implications for education

4.2.2.1 Teachers should know that the natural tendency of students to commit wrong deeds. Teachers should warn children against doing wrong deeds and help them know the consequences and their seriousness.

4.2.2.2 As the sinful nature of people originates from spiritual causes, students are sometimes helpless in repeating their wrong deeds. On committing wrong deeds, students need acceptance, guidance and support to bear the consequence and learn to correct from their mistakes.

4.3 The principle of incarnation

4.3.1 The biblical truth:

4.3.1.1 Jesus became flesh and came to the earth. He connected and lived with people. He told people about God and His plan to save them from death and sin. He taught people the biblical truths with both words and actions.

4.3.2 Implications for education:

4.3.2.1 To educate students, teachers should spend time to connect with students and develop good rapport with them.

4.3.2.2 Teachers should put themselves in students' shoes – learning to see things from their perspectives and understand their limitations.

4.3.2.3 To educate students, teachers should teach students with both words and actions.

4.4 The principle of redemption

4.4.1 The biblical truth

4.4.1.1 Jesus died on the cross for people. Being sinless, he paid price for the sin of people, saved and released them from the chains of death and sin. He opened a new way for them to rebuild relationship with God and have new life.

4.4.2 Implications for education

4.4.2.1 It is extremely demanding to educate students. To change students, teachers need to pay the price for it.

4.4.2.2 Teachers should shift their focus on the mistakes of students but the way out for repenting and making improvement.

4.5 The principle of fulfillment

4.5.1 The biblical truth

4.5.1.1 Jesus Christ resurrected from death and lived with his disciples for forty days. He consolidated the faith of the disciples and assigned them to fulfill the Great Commission before He rose to the heaven. God then sent the Holy Spirit to help Jesus' believers and will come to the earth again one day.

4.5.2 Implications for education

4.5.2.1 Teachers should educate students to live a life with mission – reaching out, being light and salt in the world, preaching the gospel to others, etc.

4.5.2.2 Teachers should educate students to rebuild the relationship with God and rely on Him in the life on earth.

5 Holistic Review

Effectiveness of the previous School Development Plan (2021/22-2023/24)

Major Concerns	**Extent of targets achieved** A: Meet high expectation; B: Beyond expectation C: Meet expectation; D: Below expectation E: Need serious attention	**Follow-up action** Incorporated as routine work/ Continue to be major concerns in the next SDP/ Others	**Remarks**
(1) Create breakthroughs in academic performance at the point of high academic attainment.	- The Monthly Attitude Mark (MAM Scheme was adopted. Teachers generally were able to master the rubrics of the scheme. (C) - MAM was adopted as the objective basis for presenting Excellent Learning Attitude Awards instead of mere teachers' observation/ perception. More & more students were able to get the awards. (C)	Incorporated as routine work	
	- Teachers prepared Benchmarking Task (BT) for deep learning by students. (C)	Incorporated as routine work	
	- MAM & test marks were counted into daily mark scheme. (C). - However, the adoption of BT Marks as part of daily marks varied among subject panels. (D)	Incorporated as routine work	
	- Students Achieving Low (SAL) was redefined as Students Achieving Low Temporarily (SALT). Teachers found this name better as it reminded them students' potentials were growable. (A) - In the last academic year, only 3 primary students were not able to pass in average mark in the 2nd Term. The primary section almost attained the goals of Success for All (A). - The Monthly Plus Two Scheme was introduced to help SALT last academic year. Students in general showed	Incorporated as routine work	

Major Concerns	Extent of targets achieved A: Meet high expectation; B: Beyond expectation C: Meet expectation; D: Below expectation E: Need serious attention	Follow-up action Incorporated as routine work/ Continue to be major concerns in the next SDP/ Others	Remarks
	improvement in both confidence & performance. (B) - More effort should be paid to extend the high achievers further. Star Task & Star Program should be used more intensively & extensively. (D)		
	- The ICT infrastructure was renewed in past 3 years. Missions like fibres to classroom, strengthening Wi-Fi, setting up of new data centre & backup data centre (for securing data security & connectivity), installation of smartboards in all classrooms & special rooms, etc. were completed. (A) - The school started to explore & attempt BYOD & Device-facilitated Learning & Teaching. (C)	Incorporated as routine work	
	- Teachers were able to adopt basically MAM, BT, support for SALT, etc. (C) - Some schemes like BT Mark Scheme & Star Programs needed more effort (D).	Incorporated as routine work	
	- The school should develop critical mass of teachers within each Subject Panels to lead the adoption of all recommended school practices. (C)	Continue to be major concerns in the next SDP	

Major Concerns	**Extent of targets achieved** A: Meet high expectation; B: Beyond expectation C: Meet expectation; D: Below expectation E: Need serious attention	**Follow-up action** Incorporated as routine work/ Continue to be major concerns in the next SDP/ Others	**Remarks**
(2) Reengineer Life Value Education (value-based Moral & Civic Education) for nurturing healthy, mature and competence graduates for them to cope with the anticipated rapidly changing environment.	- The school developed different modules of Life Value Education (LVE) - for examples, class climate building, sportsmanship education, filial piety, friendship, service programs, cross-boundary visits, studies, etc. – which covered all the developmental needs of students. (B) - The school set up the Chinese cultural campus to support LVE mainly on the ground floor, 1st floor & 2nd floor with lot of cultural spots e.g. Filial Piety Path, POWNER Path, Sportsmanship Ground, LVE Lane, Friendship Lane, U Can, Literary Teen Corner, Rock Climbing Wall, etc. (A) - EDB's 12 priority values were incorporated into our LVE curriculum & instructed deliberately in Flag Raising Ceremony - Class Climate Building Module was developed to cover all the 12 priority values while their learning was also mapped into other programs. (C) - The 6 Habits of Transformative Mindset (TM) were introduced to students. Apart from the TM Leadership Program, the concept was adopted in studies to help students to help students to excel. (C) - Secondary students' sense of national identity made tremendous progress after a few years of effort. (B)	Incorporated as routine work	
	- The school set up key developmental goals for each 4-year stage: © o Self-management to cope with school life (P.1-P.4) o Relationship management to cope with puberty (P.5-S.2)	Incorporated as routine work	

Major Concerns	**Extent of targets achieved** A: Meet high expectation; B: Beyond expectation C: Meet expectation; D: Below expectation E: Need serious attention	**Follow-up action** Incorporated as routine work/ Continue to be major concerns in the next SDP/ Others	**Remarks**
	○ Preparing early for future studies/career (S.3-S.6)		
	- The school developed VESSEL Approach in LVE: (1) Values were chosen & taught in form of Chinese cultural quotations, (2) Experiential learning opportunities were infused into campus life, (3) Stories of good practices by students were diligently captured, (4) Sharing by students was intensively arranged, (5) Encouragement to students was provided by means of feedback, display & award presentation & (6) LVE environment was set up to display values & stories of students. (A)	Incorporated as routine work	
	- Different SDSCs collaborated on overlapped projects to create synergy – for examples, EC Cadet & Social Workers, Citizenship Education & Chinese Language, etc. (C)	Incorporated as routine work	
	- The school presented diversified awards which reinforced academic attainment, character building, talent development, for examples, Homework Award, Excellent Learning Attitude Awards, LightSail Awards, Student of the Year, Fruit of the Spirit Awards, Outstanding Service Awards, EC Sportsmanship Award, EC Musician Awards, EC Artist Awards, TM Awards, etc. (B)	Incorporated as routine work	

Major Concerns	**Extent of targets achieved** A: Meet high expectation; B: Beyond expectation C: Meet expectation; D: Below expectation E: Need serious attention	**Follow-up action** Incorporated as routine work/ Continue to be major concerns in the next SDP/ Others	**Remarks**
(3) Strengthen capacity of all teachers at all levels for leading, managing and sustaining school development on facing and anticipating drastic changes in coming few years.	- The school documented strategic actions of subject panels/ SDSCs in the Healthy School Plan to create a healthy school to cope with the needs of students proactively. (C)	Continue to be major concerns in the next SDP	
	- The school developed & practiced the Model of Tripartite Communication for fostering vertical cum lateral communication & collaboration. (C)	Continue to be major concerns in the next SDP	
	- The school developed & practiced the Model of 3-month Cycle of Initiation, Implementation & Initiation to foster implementation of plans. More regular short meetings which focused on monitoring & reporting progress were used to replace long, tedious meetings. (C)	Continue to be major concerns in the next SDP	
	- The school captured good practices & invited teachers to share in the Class Teacher Sessions & Staff Development Meetings. (C) - The school aligned mentoring support for new teachers who didn't perform properly. (C) - The school needed to work more proactively on helping new teachers – perhaps, scheduling short monthly time blocks on connecting & training them. (D)	Continue to be major concerns in the next SDP	
	- The Accreditation Scheme showed little progress. Perhaps, its difficulties were beyond our expectation. (D)	Continue to be major concerns in the next SDP	

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
Area 1: School Management	• The school has designed and adopted the use of a broader and flatter organizational structure so as to create more middle and senior management posts responding to the developmental needs of the school. Sufficient teachers were promoted to the middle and senior management posts, forming a critical mass of teacher leaders to lead and manage the school. • The School Executive Committee (SEC) meeting was held weekly to foster communication among the SMT (4 VPs, 2 AVPs and 2 SEOs) with the Chief Principal and the School Supervisor to monitor the progress of the school and respond quickly to crises and irregularities. • The VPs shared the workload of the Chief Principal on Staff Appraisal. VPs and AVPs need to sit in the Promotion Board to support the School Directors to make decision on staff promotion, when needed. • The 4 VPs, 2 AVPs and 2SEOs were assigned to convene the Monthly SGM Meetings, Quarterly Subject Panel cum SDSC Head Meetings, etc. to foster lateral communication among SDSCs/Subject Panels as well as vertical communication with SMT and heads of different key learning stages. • The school practiced school-based models of management which helped strength the vertical & lateral communication & collaboration. • Lot of resources have been put on creating time and space for teachers to focus on their professional concerns and developing the school. • The school deliberately instructed SDSC/Subject Panel Heads to reduce the no. of times of meeting, shorten the meetings as well as making the meeting more focused	Develop system and schemes of professional development to socialize new teachers to the school culture as well as nurturing trainers and leaders to sustain the development of the school.

	on progress. Teachers welcomed the practices & the morale was raised.	
Area 2: Professional Leadership	• The mission of holistic development of students, ACTS in short, were clearly spelt out in form of mission statements: (1) Academic Attainment: “高分高能、說學自學”; Character Building: “生命價值、心性意力”; Talent Development: “進念思維、實作有為”; Spiritual Maturity: “認識大道、心意更新”.	The school should provide formal training on team building, leadership and evidence-based SSE, etc. to strengthen the leadership of the school.
Area 3: Curriculum and Assessment	• The school has made use of the advantage of a through-train school, dividing the 12-year curriculum into three different stages: 1st four years (P.1-P.4), 2nd four years and 3rd four years. Subject leaders from the primary and secondary sections have met each other continuously to identify the learning objectives of the 2nd four years of studies; and they observed the lessons of each other so as to develop compatible teaching approach to help students cope with transition and sustain their development. Collaboration between the subject leaders of the primary and secondary sections has been very smooth. • The school has made use of AI-facilitated learning Platforms & Benchmarking Task to help students get good pass in internal examinations which in turn help to get good pass in HKDSE.	Focus on the collaboration in the 2nd 4-year stage. Put more effort on the Level Up Mission in the 2nd and 3rd 4-Year stage to target at upgrading the attainment of all students to Level 4 or above.
Area 4: Student Learning & Teaching	• Benchmarking Tasks (BTs) were delivered to students. Teachers expressed that the BTs were useful for motivating students to learn. Tests were set on the BTs and students were found to be able to master the BTs. • BT Mark Scheme was introduced to allow students to work on/improve on BT to pursue higher & higher marks in daily BT Marks. • The school attempted to use Monthly Attitude Mark as feedback to students. Teachers found the Attitude Marks useful. • The school introduced the Device-facilitate Learning & Teaching Policy. In addition	Launch schemes/ practices that help build students’ attitude, positive learner self-concept, habits of deep learning and metacognition as well as make teaching more student cetnred.

	to the use of proper apps, teaching & learning became more student-centred.	
Area 5: Student Support	• The school was able to identify all Students Achieving Low Temporarily (SALT), connect them & engage them in the Monthly Plus Two Scheme. SALT increased in confidence & performance gradually. • Class Climate Building was successful. This helped aligned more peer support for students in their path of growth & development.	Some teachers put too much pressure on students. The school might pay more effort on helping needy parents to improve their parenting so as to create a nurturing family environment.
Area 6: Partnership	• The school expanded the no. of parent representative in PTA to 12 – i.e. there was one parent representative for each grade of students. During school suspension, the school switched the meetings with PTA to online mode. The communication was still effective and parent representatives participated actively in the meeting and appreciated the effort of the school. • The school developed connection with the Hong Kong Academic for Gifted Education (HKAGE) and become the first Satellite Centre of HKAGE. • Besides, the school developed with several parties: (1) Hong Kong Association of Educational Leadership – partnership on professional development of teachers, (2) CityLab – partnership on the Program of Transformative Mindset Leadership and (3) three IT advisors – partnership on renewing the IT infrastructure of the school for fostering new mode of teaching and learning. • The school built connections with more than 10 sister schools in Shenzhen. That created more opportunities for cultural & professional exchange.	Tighten collaboration with the partners after full-day lessons resume.
Area 7: Attitude and Behaviour	• The school has been implementing Life Value Education (Value-based Moral & Civic Education). Students are deliberately nurtured into good learners, good neighbor and servant leaders. Values are taught in form of Chinese cultural quotations and Biblical verses, the application of which is infused into every domain of campus life. • Students in general behave well and have strong sense of belonging to the school.	Put more emphasis on helping students build positive mindset to cope with challenges and difficulties.

	Students' sense of national identity raised rapidly after the three-year cycle of school development.	
Area 8: Participation and Achievement	• All primary students have been allowed to be promoted to our Secondary One. • The value-adding scores of the school have been maintaining high. • The admission rate to the university was maintained high. • Students have been trained to own their responsibility & uphold their commitment. They have more & more championship in the external competitions.	The emphasis might be shifted more to improve the students' proactivity – attitude and habit – in deep learning to create breakthrough.

6 SWOT Analysis

6.1 Our Strengths

- Leadership & Management
  - The school has a clear sense of direction in school development.
  - The school provides clear strategies for implementing the school plans.
  - The school has developed effective models of practices: POWNER Model, Class Climate Building, Mediation Approach in Handling Cases, Student-centred Learning and Teaching, etc. which helps teachers make sense of how things work and develop good working habits.
  - The school has created time, collegial and one-teacher-one-subject environment for teachers to explore how to teach well.
  - The senior management team and the staff teams, as a whole, are committed to their work.
  - On renewing the organizational structure, making it broader and keeping it flat, more middle management posts have been created. As a result, the responsibility of the Senior Management Team has been shared widely.
  - On adopting the Model of Management by Objectives, middle managers have acquired better understanding about the direction and foci of their work, gearing more closely to the school development.
  - The SMC is highly supportive to the school.
  - The school has deployed resources flexibly to support the school development with respect to development of facilities and provision of learning programs, student support and teacher-class ratio, etc.
  - The school has set up a social worker cum program worker team, an educational psychologist cum SENCO team, strong office team to create a proactive and supportive school environment for students.
  - The team leader of the social worker team is also a registered family therapist and two of the social workers have completed their studies in family therapy. That enables our school to intervene early in family problems for the sake of our students.
  - The working environment is healthy working, physically and culturally.
  - The market share of the school is high. Up to now, about 30 candidates compete for 1 place in our P.1.
- Academic Attainment
  - The school put forward Academic Attainment MMA which worked on motivation, metacognition & advancing attainment. The strategy worked to raise the motivation and competence of students.
  - The school has introduced measures like Monthly Attitude Mark Scheme, Benchmarking Task Scheme, Monthly Plus Two Scheme for SALT, AI-assisted Reading, AI-assisted Writing, etc. These measures worked to improve the motivation & performance of our students.

    - The school has attained success for all in primary section. Last academic year, except for 3 students, all primary students attained pass in average marks in Term 2 Exam.
- Character Building
    - The school has created a loving and caring environment for students and the teacher-pupil relationship is very good.
    - The school has adopted the POWNER Model to address the genuine needs of students – love, power, freedom, fun and survival – through all campus life programs to help them acquire the sense of security, competence, purpose, relatedness, uniqueness. (Refer to the Healthy School Life Policy.)
    - The school has successfully launched holistic value education, infusing the acquisition of Chinese cultural and Christian values in every facet of campus life.
- Talent Development
    - The school redefined the concept of gifted education for not just talented students but also students highly motivated in a specialized areas.
    - The school has become a Satellite Centre of Hong Kong Academy for Gifted Education – which helps widen the platform for tier-3 support for gifted students.
    - The school has introduced the Six Habits of Transformative Mindset into the school & provided lot opportunities for students to own their responsibility. The potentials of more students were released & they won a lot of champions for the school.

6.2 Our Weaknesses

- The school has been developing rapidly. She therefore needs to pay more effort on capturing and documenting the good practices of the school as “corporate wisdom”.
- Although the middle management team has been expanding, more effort should be paid on nurturing them into senior teachers to help the school leads and/or sustain the school development.

6.3 Our Opportunities

- The school has maintained good relationship with the alumni. Different groups have been formed – including MP Group, Music Group, Sports Group, Christian Group, EC Cadet Group, etc. The school shall introduce internship schemes to engage members of the alumni to support the school more specifically.
- The school has developed close connection with schools in China, Taiwan and Macau. She might explore how to develop closer partnership with those schools to widen the learning opportunities of our students and teachers as well as attract students to come to the

school for studies.

- The school has renewed her IT infrastructure & introduced the use of AI & technology to facilitate learning, teaching, organization & management.

6.4 Our Threats

- The school should speed up the succession plan, developing a strong team of VPs and AVPs to lead the school.
- The global economy is not very stable. The financial problems might affect the intake of the school.
- The birth rate of Hong Kong is very low and so the no. of students eligible for schooling is also low. Therefore, the competition for students is very high.

7 Major Concerns for a period of 3 school years

1. Implement data & evidence informed practices in PIE.
2. Develop a critical mass of MMT to adopt, lead others to adopt & institutionalize the school strategic plans.
3. Make use of technology to foster school development – ACTS, management & organization.

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
Implement data & evidence informed practices in PIE.	1. Devise the policy concerned.	✓	✓	✓	A. From Initial Adoption to Habitual Adoption (Year 1): 1. Clarify the strategies & expectations of the school in the 3-year cycle. 2. Supervise & support Subject Panels/ SDSCs to initiate/ adopt the recommended practices. 3. Capture, share good practices & provide feedback. B. From Habitual Adoption to Smart Adoption (Year 2) 4. Discuss with Subject Panels/SDSCs regularly to consolidate/ deepen/ improve the practices. 5. Lead Subject Panels/SDSCs to lead & supervise members to implement the recommended practices properly. 6. Capture, share good practices & provide
	2. Launch Monthly Attitude Mark (MAM) Scheme to encourage students to pursue high level of learning attitude & high MAM in various subjects. Substantiate progress with data & evidence.				
	3. Launch Benchmarking Task (BT) Mark Scheme to encourage students conduct deep learning of BT repeatedly to develop metacognition & high BT Mark in various subjects. Substantiate progress with data & evidence.	✓	✓	✓	
	4. Launch Star Task (ST) Mark Scheme to encourage students to challenge difficult tasks & attempt ST Tests to pursue bonus mark in various subjects. Substantiate progress with data & evidence.	✓	✓	✓	

	5. Identify & support Students Achieving Low Temporarily (SALT) early to pursue all pass in internal exams. Follow their performance across terms in few consecutive academic years. Substantiate progress with data & evidence.	✓	✓	✓	feedback. C. From Smart Adoption to Institutionalization (Year 3) 7. Discuss with Subject Panels/SDSCs regularly to translate good practices into High IP Index Strategic Actions. 8. Lead Subject Panels/SDSCs to lead & supervise members to institutionalize the High IP Index Strategic Actions properly. 9. Capture, share good practices & provide feedback.
	6. Launch AI-driven English Reading Scheme to encourage students to read diligently to improve their reading levels. Substantiate progress with data & evidence.	✓	✓	✓	
	7. Launch AI-driven English Writing Scheme to encourage students to develop metacognition in writing & pursue high marks in writing. Substantiate progress with data & evidence.	✓	✓	✓	
	8. Launch Monthly Plus Two Scheme to encourage students to pursue students to improve their average marks monthly by persistent effort, proper method, mutual support, etc. Substantiate progress with data & evidence.	✓	✓	✓	
	9. Adopt the enhanced School Accountability & Development framework of EDB in SSE.	✓	✓	✓	

	10. Use of exam results (Attainment Test, Term Exams, HKDSE) to inform students about their progress & predict their future exam results. Substantiate progress with data & evidence.	✓	✓	✓	
	11. Make use of Stakeholder Survey, APASO, Value-add figures to inform about the school performance in various aspects.	✓	✓	✓	
	12. Other Subject Panel or SDSC initiated measures	✓	✓	✓	

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
Develop a critical mass of MMT to adopt, lead others to adopt & institutionalize the school strategic plans.	1. Devise the policy concerned.	✓			A. From Initial Adoption to Habitual Adoption (Year 1): 1. Clarify the strategies & expectations of the school in the 3-year cycle. 2. Supervise & support Subject Panels/ SDSCs to initiate/ adopt the recommended practices. 3. Capture, share good practices & provide feedback. B. From Habitual Adoption to Smart Adoption (Year 2) 4. Discuss with Subject Panels/SDSCs regularly to consolidate/ deepen/ improve the practices. 5. Lead Subject Panels/SDSCs to lead & supervise members to implement the recommended practices properly. 6. Capture, share good practices & provide feedback. C. From Smart Adoption to Institutionalization (Year 3)
	2. Launch the Management by Objective practice to foster ownership & develop consensus.	✓	✓	✓	
	3. Launch the practice of PASS Model of Tripartite Communication (Policy, Action, Supervision & Support Parties) for fostering vertical & lateral communication as well as clarifying decision.	✓	✓	✓	
	4. Launch the 3-Month Cycle of Initiation, Implementation & Improvement (I-I-I) for fostering supervision & progress of work.	✓	✓	✓	
	5. Launch the development of High IP (impact x probability of success) Index Strategic Actions for implementing what really work.	✓	✓	✓	
	6. Launch the adoption of 7 Success Criteria in Leadership & Management to substantiate the organizational performance.	✓	✓	✓	
	7. Launch the enhanced School Development & Accountability Framework of EDB for fulfilling the spirit SSE.	✓	✓	✓	

	8. Launch the school's major concerns.	✓	✓	✓	7. Discuss with Subject Panels/SDSCs regularly to translate good practices into High IP Index Strategic Actions. 8. Lead Subject Panels/SDSCs to lead & supervise members to institutionalize the High IP Index Strategic Actions properly. 9. Capture, share good practices & provide feedback.

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
Make use of technology to foster school development – ACTS, management & organization.	1. Devise the policy concerned.	✓			1. Develop and document modular training manual – teacher-pupil interaction, learning and teaching, team building, leadership, etc. – to institutionalize school-based practices. 2. Engage all new teachers in the training program on teacher-pupil interaction and learning and teaching in the first year of entering our school to sustain the culture of the school. 3. Recruit and engage experienced teachers in the train-the-trainer/ train-the-leader programs to replenish heads, assistant heads, stage coordinators or form coordinators, etc. 4. Conduct the Accreditation Scheme to benchmark the developmental stage of teachers: Experimentation, Adoption, Institutionalization or Internalization. 5. Implement the Stakeholder Triplet to engage strategists, change agents and
	2. Launch Device-Facilitated Learning & Teaching (e.g. the use of smartboards, i-pads, etc.) for enhancing student-centred learning & teaching as well as self-learning.	✓	✓	✓	
	3. Explore & adopt the use of AI, Apps & other technology for enhancing learning & teaching.	✓	✓	✓	
	4. Develop STEAM Labs further & Satellite STEAM Stations.	✓	✓	✓	
	5. Gear the use of STEAM Labs & Satellite Centres with the development of STEAM Curriculum – IOT, AI, robotics, drones, coding, etc.	✓	✓	✓	
	6. Launch the STEAM Accreditation Programs to develop students who are highly interest in in ICT & STEAM.	✓	✓	✓	

	8. Explore & implement ways of protecting data security, connectivity & access right of using the IT network at school.	✓	✓	✓	implementers in MBO. 6. Implement the Quarterly Cycle of Supervision for fostering initiation, implementation and improvement of work spirally in 3-month cycles. 7. Foster the practice of PIMEF through MOB and monthly SSC Meetings as well as data/evidence informed PIE.
	9. Explore & implement ways of automation of various administration & management practice.	✓	✓	✓	