

**Evangel College**  
**2025-2026**  
**Healthy School Policy**

“It takes the whole school’s effort to nurture a healthy child.”

**Mission Statement:**

To synchronize the school’s policies, programs & effort to build a healthy school environment for students.

**Healthy School Committee**

- 1 Membership:
  - 1.1 The Chief Principal
  - 1.2 The Vice-Principals & Assistant Vice-Principals
  - 1.3 Heads of SDSC & Subject Panels
- 2 Responsibilities
  - 2.1 Proactive measures – Remove the root problem but not just the symptom
    - 2.1.1 Make the school a nurturing environment which provides equal opportunities for the development of all students – mentally, physically, socially and spiritually – and engage all of them in the virtuous cycle of growth & development.
      - Devise and implement strategic actions (High IP Strategic Actions) to fulfil Whole-person Development ACTS Missions: (1) Academic Attainment MMA, (2) Character Building LVE, (3) Talent Development POWnnER Teens and (4) Spiritual Growth 5 Elements – satisfying the learning and developmental needs of students & transforming them from inside to outside.
      - Build 4Rs – elements of relationship, resilience, relaxation & rest – in school practices to build the capacity of students and staff members to cope tension in both school and work life.
      - Help teachers and students develop the Six Habits of Transformative Mindset (TM) – (1) growable potential, (2) persistent effort, (3) proper method, (4) mutual support, (5) passion and (6) POWNER.
      - Infuse the learning of important life values including 12 priority values of EDB & 4 school-based values (謙卑, 感恩, 不爭, 悔過) (new) in campus life.
  - 2.2 Preventive measures – Remove factors that trigger the not yet solved problem
    - 2.2.1 Seek and find students early with high-risk symptom(s) – self-destructive, bullied, family abused, sexually harassed, addictive, aggressive, withdrawal symptoms –and provide them with timely support.
  - 2.3 Reactive measures – Reduce loss to students & school by wise & timely handling of incident.

## Reactive Measures (reduce loss by wise handling of incident)

Identification & prompt  
reporting

Engaging stakeholders

Adoption of formal  
handling procedures

Feedback for making  
procedural/ systemic  
improvement

## Preventive Measures (remove factors that trigger the not yet solved problem)

Anti-bullying (cyber,  
social, physical, etc.)

Anti-self destructive  
behaviour

Anit-sexual harassment

Anti-addictive behaviour

Anti-child abuse

## Proactive Measures (remove root problem, not just the symptom)

Academic Attainment  
MMA

Character Building  
LVE

Talent Development  
POWnER Teens

Spiritual Growth  
5 Elements

2.3.1 Set up ways to respond to related incidents to reduce the damage to students & the school.

## Policies

### A. Campus Life

| SDSC                    | Experiential Learning in Campus | Strategic Actions – High IP Strategic Actions                                                                                                                                                                                                                                                                                                                                | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| (1)<br>Student Guidance | Class Climate Building          | <p>Class Climate Building A-G:</p> <p>“我們要彼此相顧，激發愛心，勉勵行善。”</p> <ol style="list-style-type: none"> <li>1. Anti-bullying, Anti- sexual harassment, Anti-addiction, Anti-child abuse, Anti-self-destruction</li> <li>2. Building up each other</li> <li>3. Cohesion</li> <li>4. Discipline</li> <li>5. Environment</li> <li>6. Filial Piety</li> <li>7. Goal setting</li> </ol> | <p>Build students' capacity to co-manage their class with teachers with genuine actions (Identity, Responsibility, Commitment) underpinned by 12-priority values/attitudes of EDB &amp; a key Biblical principle:</p> <ol style="list-style-type: none"> <li>1. Help students master &amp; apply related Chinese cultural quotations in context: <ul style="list-style-type: none"> <li>- A: “玩人喪德，玩物喪志。” “<u>流言止於智者。</u>” (<b><u>Respect for Others, Law-abidingness</u></b>)</li> <li>- B: “己欲立而立人，己欲達而達人。” “<u>三人行，必有我師焉。擇其善者而從之，其不善者而改之。</u>” (<b><u>Benevolence</u></b>)</li> <li>- C: “二人同心，其利斷金。” “<u>君子和而不同，小人同而不和。</u>” (<b><u>Unity</u></b>)</li> <li>- D: “己所不欲，勿施於人。” “<u>君子求諸己，小人求諸人。</u>” (<b><u>Empathy</u></b>)</li> <li>- E: “一室之不治，何以天下國家為。” “<u>天地生君子，君子理天地。</u>” (<b><u>National Identity, Responsibility, Commitment</u></b>)</li> <li>- F: “父母唯其疾之憂。” “<u>身體髮膚，受之父母，不敢毀傷。</u>” (<b><u>Filial Piety</u></b>)</li> <li>- G: “<u>一日之計在於晨，一年之計在於春，一生之計在於勤。</u>” “<u>言必信，行必果。</u>” (<b><u>Diligence, Perseverance, Integrity</u></b>)</li> </ul> </li> <li>2. Elect class committee seriously</li> </ol> |

| SDSC | Experiential Learning in Campus | Strategic Actions – High IP Strategic Actions                                                                                                                         | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|      |                                 |                                                                                                                                                                       | <ul style="list-style-type: none"> <li>- “選賢與能，講信修睦。”</li> <li>3. Class teachers observe &amp; work with students to build Class Climate A-G in monthly PIE cycles.</li> <li>4. Form-Coordination approach Class Teachers &amp; core students to understand the class's situation &amp; capture stories.</li> <li>5. The school gives feedback, acknowledge students &amp; present prizes/awards.</li> </ul>                                                                                                                                                     |
|      |                                 | <p>Growth Lessons - themes</p> <ol style="list-style-type: none"> <li>1. Be a good neighbour</li> <li>2. Be a good learner</li> <li>3. Be a servant leader</li> </ol> | <p>Help students to grow &amp; develop from dependence, independence to interdependence &amp; help case students master &amp; apply related Chinese cultural quotations in context:</p> <ol style="list-style-type: none"> <li>1. Self-management in daily routines, studies &amp; peer relationship ( P.1-P4 )</li> </ol> <ul style="list-style-type: none"> <li>- " 父母呼，應勿緩；父母命，行勿懶。 " [孝親]</li> <li>- " 用人物，需明求；倘不問，即為偷。 " [尊重他人]</li> <li>- " 物雖小，勿私藏；苟私藏，親心傷。 " [守規/守法]</li> <li>- " 事雖小，勿擅為；苟擅為，子道虧。 "</li> <li>- " 人不閒，勿事攪；人不安，勿話擾。 " [仁愛、同理心]</li> </ul> |

| SDSC | Experiential Learning in Campus | Strategic Actions – High IP Strategic Actions                                                                                                                                                                                                                                                                                                                                                                | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|      |                                 |                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>- " 見未真，勿輕言；知未的，勿輕傳。 " [尊重他人]</li> <li>- " 事非宜，勿輕諾；苟輕諾，進退錯。 " [守規/守法、誠信]</li> <li>- 業精於勤荒於嬉。[勤勞] (P.3-P4)</li> <li>- 犧牲小我，完成大我。[團結] (P.3-P4)</li> <li>- 一言既出，駟馬難追。[誠信] (P.3-P4)</li> <li>- 吃得苦中苦，方為人上人。[堅毅] (P.3-P4)</li> </ul> <p>2. Self-management in daily routines, studies &amp; relationship as well as coping with the esteem &amp; identity crisis in puberty ( P.5-S.2 )</p> <ul style="list-style-type: none"> <li>- Quotations in other programs</li> </ul> <p>3. Planning for future studies, career &amp; citizenship (S.3-S.6 )</p> <ul style="list-style-type: none"> <li>- Quotations in other programs</li> </ul> |
|      |                                 | <p>Mediation Approach in Case Work:</p> <ol style="list-style-type: none"> <li>1. Respond within "Golden 24 Hours".</li> <li>2. Build "Connection" to gain trust from students.</li> <li>3. Create the "Sense of Crisis".</li> <li>4. Engage students to conduct FATS-based Reflection – exploring Feeling, Action, Thinking &amp; Self-identity.</li> <li>5. Engage students to devise "Informed</li> </ol> | <p>Build the self-worth &amp; the self-concept of case students:</p> <ol style="list-style-type: none"> <li>1. Help case students master &amp; apply related Chinese cultural quotations in context: <ul style="list-style-type: none"> <li>- "人誰無過，過而能改，善莫大焉。"</li> <li>- "過而不改，是謂過矣。"</li> <li>- "無心非，名為錯；有心非，名為惡。"</li> </ul> </li> <li>2. Case students are identified &amp;</li> </ol>                                                                                                                                                                                                                                                                                |

| SDSC                       | Experiential Learning in Campus | Strategic Actions – High IP Strategic Actions                                                                                                                                                                                                                                                                                                                                                                                                                   | Details                                                                                                                                                                                                                                                                                           |
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|                            |                                 | <p>Solution” by renewing FATS.</p> <p>6. Make arrangements for “Reconciliation”, whenever appropriate.</p>                                                                                                                                                                                                                                                                                                                                                      | <p>connected promptly.</p> <p>Help case students increase their self-awareness, self-management, awareness of others and relationship management.</p>                                                                                                                                             |
|                            |                                 | <p>Presentation of diversified character awards to students to recognize their effort, attitude &amp; performance.</p>                                                                                                                                                                                                                                                                                                                                          | <p>Present the following character awards:</p> <ul style="list-style-type: none"> <li>- Fruit of the Spirit Awards, Student of the Year, Best Sportsman Scholarship, Best Musician Scholarship, Best Artist Awards, Outstanding Service Awards, Student of the Month, etc.</li> </ul>             |
| (2)<br>Healthy School Life | Service Program                 | <p>One Student One Post Scheme:</p> <p>1. Internal service posts – Class Committees, Student Librarians, Student Union, EC Cadets, Junior EC Cadets, Community Service Team, Clubs &amp; Societies, Media Production Teams, Captains &amp; Vice-Captains of School Teams (sports, music, visual arts, language arts, academic), Worship Teams, Flag-raising Team, etc.</p> <p>2. Charity programs – elderly service, flag-selling, other community service.</p> | <p>1. Help students master &amp; apply related Chinese cultural quotations in context :</p> <ul style="list-style-type: none"> <li>- “老吾老，以及人之老；幼吾幼，以及人之幼。”</li> <li>- “非以役人，乃役於人。”</li> <li>- “施比受，更為有福。”</li> </ul> <p>2. Students develop the conviction &amp; capacity of serving others.</p> |
|                            | School Teams                    | Sportsmanship Education for School Teams                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>1. Help students master &amp; apply related Chinese cultural quotations in context :</p> <ul style="list-style-type: none"> <li>- 體育精神 [身份認同、責任感、承擔精神]</li> <li>- 一勝一負，兵家常勢。[堅毅]</li> </ul>                                                                                                    |

| SDSC | Experiential Learning in Campus               | Strategic Actions – High IP Strategic Actions                                                        | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|      |                                               |                                                                                                      | <ul style="list-style-type: none"> <li>- 勝不驕，敗不屢。[謙卑]</li> <li>- 夫唯不爭，故天下莫能與之爭。[不爭]</li> <li>- 人一能之己百之，人十能之己千之。[勤勞 – work hard]</li> <li>- 子知子之所以中乎？[勤勞 – work smart]</li> <li>- 揖讓而升，下而飲，其爭也君子。[尊重他人]</li> <li>- 發而不中，不怨勝己者，反求諸己而已矣。[同理心、承擔精神]</li> <li>- 天時不如地利，地利不如人和。[團結]</li> <li>- 不以規矩，不能成方圓。[守規/守法、誠信]</li> <li>- 身體髮膚，受之父母，不敢毀傷。[孝親]</li> <li>- 己所不欲，勿施於人。[仁愛]</li> <li>- “人一能之己百之，人十能之己千之。” [勤勞 – work hard]</li> </ul> <p>2. School team members develop TM &amp; sportsmanship.</p> |
|      | PE Lessons & Intra-school Sports Competitions | Sportsmanship Education for All                                                                      | <p>1. Same as above</p> <p>2. All students develop sportsmanship.</p>                                                                                                                                                                                                                                                                                                                                                                                                                           |
|      | School Picnics                                | <p>School Picnics</p> <p>1. Students learn to negotiate the place/ class activities for picnics.</p> | <p>1. Students master &amp; apply related Chinese cultural quotations in context:</p> <ul style="list-style-type: none"> <li>- “君子和而不同，小人同而不和。”</li> <li>- “君子周而不比，小人比而不周。”</li> </ul> <p>2. Students learn to manage project, balance &amp; respect other people's views.</p>                                                                                                                                                                                                                  |

| SDSC                                             | Experiential Learning in Campus                                 | Strategic Actions – High IP Strategic Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| (3)<br>Social Work & Counseling                  | Case Counseling, Group Intervention, Relationship Net Building. | <ol style="list-style-type: none"> <li>1. Implement case identification/ reporting measures, including survey on stress on students</li> <li>2. Follow cases timely.</li> <li>3. Engage needy students timely in POWNER Groups (e.g. EC Force, EC Girls, EC Play, etc.), adventure activities (high events, abseiling, board games, billiards, canoeing, camping, adventure ship, backwoods cooking, etc.)</li> <li>4. Operate POWNER Centres (e.g. Game Room, MSLC Centre, Play Therapy Centre, etc.) to connect needy students &amp; their friends.</li> </ol> | <ol style="list-style-type: none"> <li>1. Seek and find students early with high-risk symptom(s) – self-destructive, bullied, family abused, sexually harassed, addictive, aggressive, withdrawal symptoms – through questionnaire surveys, observation &amp; case reporting.</li> <li>2. Provide timely counselling for identified cases – helping them build self-worth &amp; self-concept as well as transform from self-awareness, self-management, awareness of others and relationship management.</li> <li>3. Engage students in POWNER Centre or POWNER Teams.</li> <li>4. Help students master &amp; apply related Chinese cultural quotations in context: <ul style="list-style-type: none"> <li>- “知人者智，自知者明。勝人者有力，自勝者強。”</li> </ul> </li> </ol> |
| (4)<br>Life Planning Education (Career Guidance) | Life Planning Activities                                        | <ol style="list-style-type: none"> <li>1. Conduct personality survey, informed selection &amp; drop of subjects, program choices, career education, internship programs.</li> <li>2. Train students to do three-years planning and developing personal statement and CV.</li> </ol>                                                                                                                                                                                                                                                                              | <ol style="list-style-type: none"> <li>1. Help students master &amp; apply related Chinese cultural quotations in context: <ul style="list-style-type: none"> <li>- “人無遠慮，必有近憂。”</li> <li>- “凡事豫則立 不豫則廢。”</li> </ul> </li> <li>2. Students understand themselves better and learn to make informed choice for 3-year planning (on further studies and future career).</li> </ol>                                                                                                                                                                                                                                                                                                                                                                            |



| SDSC                           | Experiential Learning in Campus         | Strategic Actions – High IP Strategic Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| (5)<br>Student Organization    | School-based uniform group              | <ol style="list-style-type: none"> <li>1. Operate student uniform/ service teams as platform for building servant leadership (e.g. Junior EC Cadet, EC Cadet, Marching Band, Student Union, Alumni).</li> <li>2. Provide training, peer mentorship &amp; opportunities for students to own the responsibility of team building &amp; serving others to learn.</li> </ol>                                                                                                                                                                                                                                                                                     | <ol style="list-style-type: none"> <li>1. Help students master &amp; apply related Chinese cultural quotations in context: <ul style="list-style-type: none"> <li>- “不患無位，患所以立。”</li> </ul> </li> <li>2. Students develop the attributes of New Leadership (Daniel Goleman): (1) self-awareness → (2) self-management → (3) Awareness of others → (4) Relationship management.</li> </ol>                                                                                                                                                                                                                   |
| (6)<br>Home-school Partnership | Parent Education                        | <ol style="list-style-type: none"> <li>1. Educate parents on (1) health education (parents &amp; students), (2) making use of social media properly, (3) practicing proactive &amp; positive parenting, (4) co-working with the school on measures building up their children.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                    | <ol style="list-style-type: none"> <li>1. Help parents master &amp; apply related Chinese cultural quotations in context: <ul style="list-style-type: none"> <li>- “知其心，然後能救其失也，教也者，長善而救其失者也。”</li> <li>- “見未真，勿輕言；知未的，勿輕傳。”</li> </ul> </li> <li>2. Parents develop proactive &amp; positive mindset on parent-child interactions.</li> </ol>                                                                                                                                                                                                                                                              |
| (7)<br>Life Value Education    | Value Education Programs in Campus Life | <p>Adopt the VESSEL Approach in Life Value Education (Chinese culture-based Moral &amp; Civic Education)</p> <ol style="list-style-type: none"> <li>1. Value: <ul style="list-style-type: none"> <li>- Select, promote &amp; infuse the learning of well-chosen Chinese cultural quotations in campus life activities.</li> </ul> </li> <li>2. Experiential Learning: <ul style="list-style-type: none"> <li>- Conduct or collaborate with other SDSCs/subject panels to provide experiential value education program.</li> </ul> </li> <li>3. Stories: <ul style="list-style-type: none"> <li>- Capture stories of good practices of</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>1. Document &amp; promote all the life values to learn in different areas of school life.</li> <li>2. Develop &amp; manage various venues of the value-education campus venues (e.g. LVE Lane, POWNER Path, Share-to-Learn Square, Filial Piety Path, Friendship Lane STEAM Lab One &amp; Two, The Way, Literary Teen Corner, School Library, Rock Climbing Wall, Game Room, Sportsmanship Ground, Music in the Air Podium, Visual Arts Room, U-Can, The Gentleman Gallery, Plum &amp; Peach Lane, etc.)</li> <li>3. Conduct theme-based programs related</li> </ol> |

| SDSC                         | Experiential Learning in Campus                  | Strategic Actions – High IP Strategic Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                              |                                                  | <p>students.</p> <p>4. Sharing:</p> <ul style="list-style-type: none"> <li>- Share students' stories in written, face-to-face or media modes.</li> </ul> <p>5. Encouragement:</p> <ul style="list-style-type: none"> <li>- Display, recognize, present awards &amp; celebrate students' effort &amp; performance.</li> </ul> <p>6. LVE Environment</p> <ul style="list-style-type: none"> <li>- Develop &amp; management to display the values to be learnt &amp; the stories of students.</li> </ul>                                                                                                                                                                                                                                         | <p>to value education e.g. Friendship Month, Filial Piety Month, Study Month, etc.</p> <p>4. Implement the Student Poster Scheme (見賢思齊計劃).</p> <p>5. Conduct Celebration Programs &amp; LVE Award Ceremonies to present talent &amp; character-based awards</p>                                                                                                                                                                                                                                                                                                                                                                                                |
| (8)<br>Citizenship Education | National Education & National Security Education | <p>National &amp; National Security Programs:</p> <ol style="list-style-type: none"> <li>1. Sister School Scheme</li> <li>2. P.6, S.5 China Tours, other focus tours &amp; exchange activities with the mainland</li> <li>3. Flag-raising &amp; Flag Raising Ceremony</li> <li>4. National Identity</li> <li>5. Chinese Culture</li> <li>6. 6 Habits of Transformative Mindset &amp; TM Program</li> <li>7. 12 Priority Values of EDB</li> <li>8. National Security Concerns</li> <li>9. Celebration of National Day</li> <li>10. National Security Plan &amp; Reports</li> <li>11. Staff Training on national security</li> <li>12. Parent Education on national security</li> <li>13. Intra-school, Interschool, Territory-wide,</li> </ol> | <ol style="list-style-type: none"> <li>1. Help parents master &amp; apply related Chinese cultural quotations in context: <ul style="list-style-type: none"> <li>- “他山之石，可以攻玉。”</li> <li>- “四海之內，皆兄弟也。”</li> <li>- “樂以天下，憂以天下。”</li> <li>- “一寸山河一寸金。”</li> <li>- “秦時明月漢時關，萬里長征人未還。但使龍城飛將在，不教胡馬度陰山。”</li> </ul> </li> <li>2. Implement the Flag-Raising Roster &amp; Flag-raising Ceremony (including the teaching of 12 priority values of EDB, national security concerns)</li> <li>3. Develop &amp; manage the Flag Raising Team.</li> <li>4. Make arrangement for S.5 China Tour &amp; other cross-boundary exchange activities to the mainland.</li> </ol> |

| SDSC                            | Experiential Learning in Campus | Strategic Actions – High IP Strategic Actions                                                                                                                                                                                                                                                                                                                                                              | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                                 |                                 | National activities on national education & national security education.                                                                                                                                                                                                                                                                                                                                   | <ol style="list-style-type: none"> <li>5. Make arrangements for intra-school, inter-school, territory-wide and national-wide national education activities.</li> <li>6. Make arrangements for the celebration of National Day &amp; National Security Education Day.</li> <li>7. Foster cultural &amp; professional exchange with Sister Schools.</li> <li>8. Follow the TM Leadership Education Program.</li> <li>9. Monitor &amp; help enforce the national security measures in school.</li> <li>10. Foster the development of national identity of both teachers &amp; students.</li> <li>11. Co-ordinate staff training on national &amp; national security education.</li> <li>12. Align training for parent on national security education.</li> </ol> |
| (9)<br>CE <sup>3</sup> Ministry | Spiritual Education             | <ol style="list-style-type: none"> <li>1. Fulfil the Mission of Spiritual Growth 5 Elements.</li> <li>2. Develop teachers to adopt Christian views on students:</li> <li>3. Develop Christian Education Curriculum to satisfy both the expectation of EDB &amp; the school.</li> <li>4. Conduct discipleship training in Student Fellowship, Student Worship Team, Scripture Reading Team, etc.</li> </ol> | <ol style="list-style-type: none"> <li>1. Help teachers adopt Christian's whole-person views on students: <ul style="list-style-type: none"> <li>- <u>Man as God's Creation</u>: View students as Special Creation of God (Respect, Trust, Hope)</li> <li>- <u>Man as Fallen Being</u>: Accept students as fallen being (Acceptance)</li> <li>- <u>Incarnation</u>: Connect &amp; develop a graceful relationship with students. (Connection)</li> <li>- <u>Salvation</u>: Pay effort to open a new path</li> </ul> </li> </ol>                                                                                                                                                                                                                               |

| SDSC                   | Experiential Learning in Campus   | Strategic Actions – High IP Strategic Actions                                                                                                                                            | Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|                        |                                   | 5. Support the creation of content in the Spiritual Channel in EdFlix.<br>6. Build partnership with Church Partner in evangelism & discipleship.                                         | for students (Unconditioned love, Sacrifice)<br>- <u>Fulfilment</u> : Guide students to restore the image of God by connecting & walking with Him (Reborn)<br>2. Christians (staff, students, parents & the church partner) are engaged in the ministry of loving each other, witness God in word, action, work & media production, evangelism & discipleship.<br>3. School-based Christian Education Curriculum is developed & implemented in line with EDB's expectation & school's concern.<br>4. Count God's blessing in Staff Meetings. |
| (10)<br>EC Media       | Media Production & Media Literacy | 1. Develop student teams under EC Media (e.g. MP Team, EC Reporters, EC Photographers, EC Videographers, etc.)<br>2. Lead student teams to serve the school related to media production. | 1. Help students master & apply related Chinese cultural quotations in context:<br>- “橫看成嶺側成峰，遠近高低各不同。不識廬山真面目，只緣身在此山中。”<br>- “是是非非謂之知，非是是非謂之愚。”<br>- “流言止於智者。”<br>2. Students develop the skills & literacy of media production.                                                                                                                                                                                                                                                                                                             |
| (11)<br>ACTS Committee | 4-Rs Policy Cross-                | 1. ACTS Afternoon Program (primary)<br>- Homework Session (Resilience)                                                                                                                   | 1. Monthly PIE of use of assigned time-blocks to support the fulfilment of                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| SDSC                        | Experiential Learning<br>in Campus | Strategic Actions – High IP Strategic Actions                                                                                                                                                                                                                                                                            | Details                                                                         |
|-----------------------------|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| (a cross-SDSC<br>committee) | SDSC/Subjects<br>Collaboration     | <ul style="list-style-type: none"> <li>- Class Climate Building (Relationship)</li> <li>- Life-wide Learning (Rest &amp; Relaxation)</li> <li>- Assemblies (Resilience)</li> <li>- Fun Activities (Rest &amp; Relaxation)</li> <li>- Reflection of Studies (Resilience)</li> </ul> <p>2. ACTS Assemblies (secondary)</p> | <p>planned/ arising ad hoc needs.</p> <p>2. Improve 4-Rs Campus Environment</p> |

## B. Teaching and Learning

| SDSC/Subject Panels                                                                | Programs                                                                                       | Strategic Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Developmental Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (1)<br>Subject Panels                                                              | Academic Attainment<br>MMA Mission<br>(Motivation,<br>Metacognition &<br>Advancing Attainment) | <ol style="list-style-type: none"> <li>1. Student-centred teaching &amp; learning</li> <li>2. Monthly Attitude Mark Scheme</li> <li>3. Benchmarking Task (BT) and BT Mark Scheme</li> <li>4. Success for All in Internal Assessments (BT Tests, Star Tests, Exam)</li> <li>5. Support for Students Achieving Low Temporarily (SALT)</li> <li>6. Star Programs</li> <li>7. Device-facilitated Learning &amp; Teaching</li> <li>8. Use of AI in Reading, Writing &amp; learning of other subjects.</li> <li>9. Healthy Learning Index Scheme</li> <li>10. Monthly Plus Two Scheme</li> </ol> | <ol style="list-style-type: none"> <li>1. Academic Attainment MMA <ul style="list-style-type: none"> <li>- Students develop learning motivation</li> <li>- Students develop metacognition in learning.</li> <li>- Students experience advancing attainment.</li> </ul> </li> <li>2. Help students master &amp; apply related Chinese cultural quotations: <ul style="list-style-type: none"> <li>“溫故知新、業精於勤、開卷有益、不恥下問、舉一反三、博學詳說、學思並重、尋根究柢、學以致用、教學相長、水滴可穿、自強不息”</li> <li>“一日一錢，千日千錢；繩鋸木斷，水滴石穿。”（水滴石穿）</li> <li>“業精於勤荒於嬉，行成於思毀於隨。”（業精於勤）</li> <li>“三人行，必有我師焉。”</li> <li>“讀書百遍而義自見。”</li> <li>“讀書破萬卷，下筆如有神。”</li> </ul> </li> </ol> |
| (2)<br>Support for students with SEN and students achieving low temporarily (SALT) | Success for all program                                                                        | <ol style="list-style-type: none"> <li>1. Provide 3 levels of support for SEN students.</li> <li>2. Engage SALT in Monthly Plus 2 Scheme.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                       | Same as above                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| SDSC/Subject Panels                                                        | Programs                                      | Strategic Actions                                                                                                                                                                                                                                                                                                                                            | Developmental Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| (3)<br>2 <sup>nd</sup> and 3 <sup>rd</sup><br>Classroom<br>(Co-curriculum) | Learning outside<br>classrooms & school       | <ol style="list-style-type: none"> <li>1. Museum-based learning</li> <li>2. Community-based learning</li> <li>3. Clubs &amp; Societies</li> <li>4. Learning Journal (subjects or self-initiated projects)</li> </ol>                                                                                                                                         | <ol style="list-style-type: none"> <li>1. Students broaden their scope of knowledge by making use of community resources to extend their learning.</li> <li>2. Students develop the habit &amp; skill of self-learning.</li> </ol>                                                                                                                                                                                                                                                                                                                   |
| (4)<br>Data School<br>Development                                          | Infra-structure & Habit of<br>using IT in L&T | <ol style="list-style-type: none"> <li>1. Develop the infrastructure to support Device-facilitated Learning &amp; Teaching (DFLT) <ul style="list-style-type: none"> <li>- Hardware</li> <li>- Software &amp; apps</li> <li>- Training for students &amp; teachers</li> </ul> </li> <li>2. Develop the literacy of students in using IT &amp; AI.</li> </ol> | <ol style="list-style-type: none"> <li>1. Develop IT infrastructure to support (DFLT)</li> <li>2. STEAM Laboratories, Data Centres, Intranet, WiFi, Smartboards, Apps, Software, other Accessories</li> <li>3. Students develop the literacy of using IT – anti-bullying, differentiating fake news/information, observing copyrights, avoiding traps, etc.</li> </ol>                                                                                                                                                                               |
| (5)<br>Gifted Education                                                    | 3-tier Gifted Education<br>for ALL            | <ol style="list-style-type: none"> <li>1. The Mission of Talent Development POWNER Teens</li> <li>2. POWNER Path.</li> <li>3. Satellite Centre of HKAGE</li> <li>4. Gifted Education for ALL Policy</li> <li>5. Six Habits of Transformative Mindset (TM)</li> </ol>                                                                                         | <ol style="list-style-type: none"> <li>1. Help students develop the habits of TM so as to release students' potential.</li> <li>2. Identify students' gifts on the basis of performance, strong interest or self-recommendation.</li> <li>3. Make arrangement for the three-tier gifted education policy – inside classroom, outside classroom and outside school.</li> <li>4. Align external parties to support the school's gifted education program.</li> <li>5. Manage the POWNER Path to provide cues, and display students' effort,</li> </ol> |

| SDSC/Subject Panels    | Programs                                                 | Strategic Actions                                                                                                                                                                                                            | Developmental Goals                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        |                                                          |                                                                                                                                                                                                                              | <p>achievement and awards.</p> <p>6. Set up POWNER venues and engage students to own the venues to release their power.</p> <p>7. Operate the Satellite Centre of Hong Kong Academy for Gifted Education.</p>                                                                                                                                                                                             |
| (6)<br>Data Management | Data-informed performance & progress                     | <p>1. Collect &amp; manage data to inform students about their progress &amp; performance</p> <ul style="list-style-type: none"> <li>- Attitude</li> <li>- Formative Assessments</li> <li>- Summative Assessments</li> </ul> | <p>1. Collect data timely.</p> <ul style="list-style-type: none"> <li>- HKDSE results</li> <li>- Attainment test</li> <li>- Exam results</li> <li>- Predicted grades in HKDSE</li> <li>- Healthy Learning Index (Monthly Attitude Mark, Benchmarking Task Mark, Unit Test Score, Lexile Score, Writing Level, etc.)</li> </ul> <p>2. Inform the school to take early action to respond to needs.</p>      |
| (7)<br>Reading Campus  | Practices/environment conducive to the reading in campus | <p>1. Help develop the reading culture at school/home.</p>                                                                                                                                                                   | <p>1. Develop &amp; maintain the environment of school library.</p> <p>2. Develop &amp; maintain the collection of books in school library.</p> <p>3. Develop online reading platforms for students.</p> <p>4. Promote reading at school/ home.</p> <p>5. Collaborate with other subjects to promote theme-based reading.</p> <p>6. Develop the Student Librarian Team to read &amp; promote reading.</p> |



| SDSC/Subject Panels       | Programs                                             | Strategic Actions                                                                                                                                                                                                                                            | Developmental Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| (8)<br>STEAM Education    | STEAM Infrastructure & Accreditation Scheme          | <ol style="list-style-type: none"> <li>1. Develop the STEAM Infrastructure</li> <li>2. Provide STEAM Education opportunities inside &amp; outside classroom</li> <li>3. Recruit InnoSTEAMers &amp; engage them in the STEAM Accreditation Scheme.</li> </ol> | <ol style="list-style-type: none"> <li>1. Set up the STEAM Accreditation Scheme to develop students' literacy in IT, AI, IOT, robotics, drones, design &amp; innovation.</li> <li>2. Help students to use technology properly and learn how to protect themselves in the internet world.</li> <li>3. Help students to consolidate/ extend their learning using AI.</li> </ol>                                                                                                                                                                                                                                                                                             |
| (9)<br>EC Teacher Academy | School-based Staff Development Programs & Activities | <ol style="list-style-type: none"> <li>1. Staff development for school-based school development</li> <li>2. Induction</li> <li>3. Teacher Recognition/Accreditation Scheme</li> <li>4. Analysis of trend of developmental needs.</li> </ol>                  | <ol style="list-style-type: none"> <li>1. Update the school about the training requirements</li> <li>2. Promote the core practices of the school.</li> <li>3. Capture &amp; share teachers' good practices.</li> <li>4. Monitor the trend of developmental needs of the school.</li> <li>5. Document the corporate wisdom of the school.</li> <li>6. Make arrangement for peer lesson observation.</li> <li>7. Make arrangement for staff development days &amp; Class Teacher Meetings.</li> <li>8. Make arrangement for the Monthly Meeting of the Principal with New Teachers</li> <li>9. Make/support arrangement for local or cross-boundary professional</li> </ol> |

| SDSC/Subject Panels                                                     | Programs                                                 | Strategic Actions                                                               | Developmental Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------|----------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                         |                                                          |                                                                                 | exchange<br>10. Make arrangement for activities which help teachers relax.                                                                                                                                                                                                                                                                                                                                                                                              |
| (10)<br>Administrative Support<br>for Fostering Academic<br>Development | Recognition & Award<br>Policy for Academic<br>Attainment | Diversified Academic Awards<br>Scheme<br>Academic Award Ceremony<br>Diversified | 1. Collect data to inform the school about the attitude, attainment & progress of students in studies.<br>- Monthly Learning Attitude Awards in Subject<br>- Excellent Learning Attitude Award<br>- Homework Awards<br>- Subject Ranks<br>- LightSail Award Scheme<br>- Progress Awards – MAM, BT Mark, etc.<br>2. Implement diversified & stratified academic award schemes & conduct ceremonies to reinforce the attitude, effort, attainment & progress of students. |