



TWGHs Kap Yan Directors' College
3-Year School Development Plan
(2023/24 – 2025/26)

I. School Mission

The mission of the Tung Wah Group of Hospitals in education is to provide comprehensive and multifarious services to children and young people to enable them to exert their full potentialities and, eventually, to serve the community. To this end, we are committed to achieving an all-round development in our young generation through the provision of a congenial learning environment.

We devote ourselves to nurturing our students various potentials and abilities, so as to equip them well for a fast-and ever-changing future. We lay emphasis on developing in our students the capability for independent thought and on fostering a forward-looking attitude towards life, such that they may acquire the right values to serve the society and the country.

We champion the professional enhancement of our teachers, and we cherish team spirit. Ceaselessly we endeavor to raise the standard of our teachers and to improve the School's teaching and learning efficacy. We aspire to establish a fine partnership with the parents and community alike, so that we can all work together towards the students' growth and development.

II. School Vision

Our vision is to prepare all students to become proactive lifelong learners and responsible citizens to meet the challenges of the future. In partnership with families and community, our goal is to create relevant learning opportunities for students to help them develop the knowledge, reach their potential and nurture positive values. Students will gain success for today and be prepared for tomorrow.

III. School Motto

Diligence 勤 Frugality 儉 Loyalty 忠 Trustworthiness 信

CORE Values of our school

WE ARE ONE TOGETHER WE SHINE

Care 關愛	Our students treat each other with kindness and compassion, and contribute to the betterment of the community and the world.
Oneness 團結	We regard teachers, students and parents as essential parts of our big family. We build on their strength to foster an inclusive environment.
Repect 尊重	We value all students unique talents. Our students demonstrate their commitment to respect the differences of individuals.
Excellence 追求卓越	Our students are passionate learners. We strive to instill in students a culture of excellence.

We nurture students with essential qualities to contribute to society. The four areas include:

- ◆ Proactive learning attitude 主動活學
- ◆ Positive moral values 正向價值
- ◆ A culture of excellence 追求卓越
- ◆ A global perspective 環球視野

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up actions	Remarks
1.To help students build positive emotions, enhance personal resilience, and nurture them with positive values and life competencies	a) Students' sense of accomplishments are generally enhanced.	<ul style="list-style-type: none"> Students need to be encouraged to try out various activities so that their potential can be explored and they can excel. 	
	b) Positive mindsets and resilience need to be further enhanced due to the social atmosphere. <ul style="list-style-type: none"> Students' self-management skills and habits need to be further strengthened. The Tung Wah Moral Education Curriculum has been developed and implemented quite successfully, with a positive impact on students' attitudinal and values development. Yearly moral theme has been set for students clearly 	<ul style="list-style-type: none"> More resources would be allocated to support students to adopt a healthy habits and pay attention to their well-being The school-based value framework needs to be reviewed. Students' self-management, self-image and life skills need to be further enhanced. 	
	c) An inclusive and caring school atmosphere has been nurtured. <ul style="list-style-type: none"> Collaboration of Student Support Network among departments is strengthened to provide pastoral care support. Caring campaigns with gifts and encouraging words to promote positive relationships has been initiated and is well-received. The Stakeholders' views on student support have been very much positive and well over the territory reference data and territory norms respectively 	<ul style="list-style-type: none"> Class building will be further enhanced by strengthening the support of Form Moral Education coordinator and Student Support Network. Activities further strengthening teacher-student relationships will continue. Some cross-border students or new S2-3 students may need time to adapt to new school life (social skills and academics) after school resumption. 	

	<ul style="list-style-type: none"> • Peer support can resume and be further encouraged with the resumption of school. • Healthy school project effectively build up positive values and enhance the emotion quotients of the participants. According to APASO questionnaire, all the students in general show a lower percentage of negative emotions compared with the past years and the percentage is well over the territory reference data and territory norms respectively. 	More support on both studies and well-being is necessary.	
	<p>d) Teachers' capacity to implement positive education is enhanced.</p> <ul style="list-style-type: none"> • Activities and training which promote positive school climate for teachers are held on Staff Development Day and teachers are generally positive towards them. • Some Form Teacher's Period will be reserved for conducting class building activities. • A network for nurturing students' growth will be formed by various departments with Form Teacher's meetings arranged with focused themes. • Appraisal system for the performance of the Form Teachers will be further refined. 	<ul style="list-style-type: none"> • School needs to find room for teachers to interact with students and conduct class building activities. • The appraisal system can be refined by focusing on some domains for all Form Teachers to follow more easily. 	
	<p>e) Parent education is in progress and welcomed by most parents.</p> <ul style="list-style-type: none"> • Parents are encouraged to attend a wide range of parent education related to nurturing students' positive values • Home-school collaboration is strengthened as the overall satisfaction of parents in KPM Survey has been very much 	<ul style="list-style-type: none"> • More parenting workshops and well-being workshops will be held for parents as they also need more support. 	

	positive and well over the territory reference data and territory norms respectively.		
2.To equip students as proactive, independent and purposeful learners through school curriculum, life-wide learning activities and community services with Green Education as the main theme.	a) Small degree of students' interpersonal communication, critical thinking and problem solving skills are enhanced.	<ul style="list-style-type: none"> The school would continue to enhance the students' 6 C's of 21st Century Skills via the following means: <ul style="list-style-type: none"> Implementation of inquiry-based learning Promoting STEM education and design thinking. 	
	b) Small proportion of students are proactive learners with confidence	<ul style="list-style-type: none"> The school would continue to devise: <ul style="list-style-type: none"> self-directed learning e-Learning. student-centre teaching with the use of projects, self and peer assessments encourage more able students to attempt extra challenging materials, join various competitions and programmes 	
	c) Some students are nurtured to be purposeful learners by catering learning diversity and different abilities.	<ul style="list-style-type: none"> The school would optimize the arrangement of enhancement and remedial classes. Study groups will be established to enhance study atmosphere and allow peer learning. Teachers are encouraged to give feedback to let students understand their learning and set learning goals Special attention will be pay to repeaters and students with 	

		<p>recommended promotion.</p> <ul style="list-style-type: none"> • Lesson studies is introduced to promote more effective use of questioning and classroom activities, also scaffolding of concept building 	
	d) Small proportion of students develop passion for and incentives in learning	<ul style="list-style-type: none"> • The School would continue to increase student engagement to enhance their confidence and interest in learning. 	
	e) Some students become purposeful learners and able to make life planning under different learning stages.	<ul style="list-style-type: none"> • The school will continue to develop school-based life-planning programmes and strategies will continue to arouse their awareness of education opportunity. • The school continue to enroll CLAP program and develop various career guidance. 	

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> ➤ The School Incorporated Management Committee members and Sponsoring Body have a wealth of experience and professional knowledge of various fields. They strongly support the school development and provide various resources. They trust the Principal and appreciate the remarkable achievements made in various facets of the school. ➤ Views of different stakeholders are collected every year through various channels and professional dialogue. A self-evaluation and collaboration culture has been fostered for school development and teaching enhancement. Teachers' professionalism is continually enhanced through structured training, collaborative teaching, class observation and exchange programmes. ➤ There is a clear direction for development at the school and the departmental / team levels. ➤ The school is committed to achieving an all-round development of the students through the provision of a congenial learning environment. ➤ School planning is proactive and thorough, and can align with the school's vision, with appropriate allocation of budget according to school priorities. Annual school plans which are in line with the school development plan are aptly devised to facilitate the progressive implementation of the various strategies. 	<ul style="list-style-type: none"> ➤ There is room for more collaboration and professional sharing amongst subject departments and staff at different levels. ➤ The link between evaluation and planning could be improved with the formulation of more explicit targets, specific success criteria and a sharper focus on outcomes, particularly described in terms of student learning. Data derived from assessment could be better utilised to inform reflection on teaching strategies and styles, which should then feed into the planning process.
2. Professional Leadership	<ul style="list-style-type: none"> ➤ The Principal is visionary, committed, insightful and committed. She has strong networking in education field, and thoroughly understands the most updated education trends in Hong Kong. She serves as a role model to teachers and students by her passion in education. She is able to provide strong professional support for teachers and motivate them to perform their duties with passion. ➤ The school has a harmonious working environment. The committee heads and subject heads generally exhibit a high level of professionalism 	<ul style="list-style-type: none"> ➤ There is a need for a clear, shared understanding of the intended outcomes in the current school plan. ➤ Staff development could include further opportunities for experience sharing of good teaching strategies and

	<p>that demonstrates competence in achieving the schools' missions and major concerns.</p> <ul style="list-style-type: none"> ➤ Subject departments enjoy a considerable degree of autonomy within the overall school structure. ➤ An induction programme and a mentorship system are started to implement. 	<p>practices, e.g. catering for learning diversity, making use of e-learning tools to enhance learning effectiveness.</p>
● Curriculum and Assessment	<ul style="list-style-type: none"> ➤ The school has been promoting self-directed learning through different e-learning platforms, students can learn actively by analyzing, exploring, practicing, questioning and creating under teachers' guidance. ➤ The school has systematic and coherent curriculum planning, both in academic development of students as well as values education. ➤ The school is able to provide an adequate range of elective subjects with new elective introduced e.g. Tourism & Hospitality and Other Learning Experiences to enrich student learning. ➤ An innovative Social Entrepreneurship Program has been officially introduced to our Form 4 and Form 5 students, which empower students to become social entrepreneurs. ➤ Subject Panels implement the curriculum in accordance with the direction of school development and curriculum guides. ➤ The school has clear assessment policies and is making good use of the Student Learning Profile to start promoting learning reflection in both junior and senior forms. ➤ The school has well established curriculum evaluation measures and practices including lesson observations and assignment inspection. 	<ul style="list-style-type: none"> ➤ There is scope for greater professional collaboration within and between subject panels. Sharing effective learning and teaching strategies could significantly aid our students in achieving academic excellence and accommodating diverse learning needs. ➤ A regular review mechanism could be implemented to improve the transition between junior and senior school curricula, particularly in the core subjects. This would ensure a smoother academic progression for our students, enhancing their overall learning experience.
● Student Learning and Teaching	<ul style="list-style-type: none"> ➤ In general, students possess high academic ability and positive leaning attitude. They are attentive, responsive in classes and are serious in doing their assignments. ➤ The school places strong emphasis on creating an English-rich environment that is conducive to the learning and use of the language, and the 'Language Across Curriculum' has effectively helped different subject panels to incorporate language objectives in English. ➤ The school offer subject enrichment, school-based remedial programmes 	<ul style="list-style-type: none"> ➤ More challenging tasks and appropriate training focusing on self-directed learning skills could be provided to students. ➤ A variety of teaching methodologies to cater for diverse learning abilities, interests and needs of students

	<p>for high achievers and tutorial classes for students to cater for learner diversity.</p> <ul style="list-style-type: none"> ➤ The school has clear assessment policy which reflects good use of continuous and summative assessment to promote learning. ➤ Teachers have good rapport with students and can deliver lesson content systematically with clear foci. 	<p>could be adopted.</p> <ul style="list-style-type: none"> ➤ Encouraging students to be more proactive in their learning journey can foster a greater sense of ownership and interest in their educational pursuit.
5. Student Support	<ul style="list-style-type: none"> ➤ Life-wide learning programs offer enriching experiences that give our students a broader perspective on societal needs. These programs also provide numerous opportunities for them to extend their help to the needy, fostering a sense of empathy and responsibility. ➤ We take a whole-school approach to guidance and employ a positive method towards student discipline. This approach helps reinforce commendable behavior in a timely manner, thereby promoting a healthy and respectful learning environment. ➤ Our teachers are caring and supportive, and they play a crucial role in creating a positive learning environment conducive to student development. ➤ A wide variety of careers information and activities provide our students with valuable insights and experiences that can guide them in making informed career choices. ➤ The school established various platforms to celebrate and showcase our students' achievements, both in academic and non-academic activities. These platforms not only recognize their hard work and dedication, but also inspire them to continue striving for excellence. ➤ Values education is appropriately infused into the curriculum with a school-based values education framework guiding students' character building from S.1 to S.6. The school also has clear school rules and reward/punishment system. ➤ To achieve the aim of nurturing students' leadership qualities, the school provides ample opportunities for students to receive leadership training and put their leadership skills into practice both inside and outside school. ➤ The school has a good range of programmes and activities to facilitate S.1 students to adapt to the new learning environment. A wide variety of 	<ul style="list-style-type: none"> ➤ It is essential for students to learn how to balance their academic pursuits with extracurricular activities. This balance is crucial for their overall development and well-being. ➤ Enhanced support from both parents and the school is necessary to improve the students' well-being. Together, we can create a nurturing environment that promotes their physical, emotional, and social health. <p>○</p>

	<p>programmes and activities are also provided for all students to build their potential and balance their developments.</p> <ul style="list-style-type: none"> ➤ Students are proud of the school and enjoy their school life with harmonious teacher-student relationship. 	
6. Partnership	<ul style="list-style-type: none"> ➤ The school values home-school co-operation and has maintained good and effective communication with parents. ➤ The school has maintained appropriate links with the community, voluntary agencies, government departments and various organizations to support school activities and services. ➤ The school also values professional sharing with other schools for capacity building of teachers. ➤ The alumni are active in providing support to their fellow schoolmates. 	<ul style="list-style-type: none"> ➤ The school would continue to encourage more parents to participate actively in school functions and activities.
7. Attitude and Behaviour	<ul style="list-style-type: none"> ➤ Students are friendly, polite and self-disciplined. They demonstrate a serious attitude towards learning. ➤ Students have positive values and a serving spirit. ➤ Senior form students are good role models for their younger counterparts. 	<ul style="list-style-type: none"> ➤ Adopting a whole-school approach to nurturing students' values and attitudes can further enhance the effectiveness of our well-structured value Education Programme. This approach ensures consistent messaging and reinforcement, thereby promoting a more comprehensive development of our students' character and life skills.
8. Participation and Achievements	<ul style="list-style-type: none"> ➤ The result of HKDSE Examination is higher than the territory averages. ➤ Students participated in a wide range of sports, cultural and extra-curricular activities and have obtained very good results. 	<ul style="list-style-type: none"> ➤ The school may further improve by nurturing a culture of learning for excellence in academic performance.

Major Concerns for a period of 3 school years (in order of priority)

1. To empower students to be a proactive learner with 21st century learning competencies.
2. Promote well-being and positive values to cope with future challenges.

Explanatory Notes:

In recent years, students are facing tremendous amount of stress, not only come from academic studies but also from their families and the society. Our school believes that promoting well-being is vital as it is can boost their mental health and reinforce peer support within a school. We hope to nurture positive mindsets with a whole-school approach – for Teachers, Parents, as well as Students.

Nowadays, knowledge is expanding in a fast rate and the society need people who can cope with new developments, skills and knowledge. Students are not expected to receive knowledge from school but also equipped with abilities and skills to learning something new by themselves. So we hope empower students to be a proactive learner with 21st century learning competencies. Students are not having direct teaching in the classes but they are also trained to become proactive learners.

School Development Plan (3-school-year period)

Major concern	Intended Outcomes / Targets	Time Scale (Please insert ✓) 23-24 24-25 25-26			Outline of Strategies	Seven Learning Goals
Major concern 1: To empower students to be a proactive learner with 21 st century learning competencies. 6C Skills -Critical Thinking -Communication -Creativity -Collaboration -Growth Mindset -Citizenship	1. Strengthening students' ability for developing effective learning strategies and proactive learning, cultivating the culture of proactive and independent learning.	✓	✓	✓	<ul style="list-style-type: none"> ● Balance between teacher-centered and student-centered learning activities ● Pre-lesson materials should cover Inquiry-based elements to stimulating discussions in class. ● Reform the type and quantities of assessments given to students ● Form study group in class/subject level ● Conduct lesson studies in subject level 	● develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work
		✓	✓	✓		
		✓	✓	✓		
		✓	✓	✓		
		✓	✓	✓		
	2. Developing students' soft skills, including communication, creativity, problem-solving, and collaboration abilities.	✓	✓	✓	<ul style="list-style-type: none"> ● Incorporate class activities to cultivate effective communication, such as presentations, debates, group discussions, and peer reviews. Provide constructive feedback and support to enhance their communication abilities. ● Incorporate group projects and cooperative learning activities into the curriculum to promote collaboration and teamwork. ● Elaboration of problem-solving skills. Encourage students to identify problems, brainstorm solutions, evaluate options, and implement effective strategies. ● Provide activities or projects for students to express their creativity and originality. ● Engage with real-world applications: Connect classroom learning to real-life situations, helping students see the 	● develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work
		✓	✓	✓		
		✓	✓	✓		
		✓	✓	✓		
			✓	✓		

					relevance of their education and develop practical skills that can be applied outside of school.	
	3. Enriching English learning context through interdisciplinary collaboration and diverse English activities.	✓ ✓	✓ ✓	✓ ✓	<ul style="list-style-type: none"> ● To enrich the English atmosphere through a variety of English activities and collaboration across subjects. ● RAC 	<ul style="list-style-type: none"> ● become proficient in biliterate and trilingual communication for better study and life
	4. Promoting the advancement of e-learning, improving the effectiveness of teaching and learning	✓ ✓	✓ ✓	✓	<ul style="list-style-type: none"> ● Enhance school facilities and upgrade infrastructure with up-to-date resources and technology to support teaching and learning. ● Integrate e-learning activities or assignments. 	<ul style="list-style-type: none"> ● develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work
	5. Cultivating and nurturing future talents systematically through comprehensive learning	✓	✓ ✓	✓ ✓	<ul style="list-style-type: none"> ● Wise use of Life-wide Learning Grant to nurture students in different talents ● Alumni sharing (mentorship programme) 	<ul style="list-style-type: none"> ● acquire and construct a broad and solid knowledge base, and to understand contemporary issues that may impact on students' daily lives at personal, community, national and global levels ● understand one's own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for

						further studies and future career
	6. Encouraging students to participate in both internal and external competitions, boosting their confidence and broadening their horizons.	✓ ✓	✓ ✓	✓ ✓	<ul style="list-style-type: none"> ● Co-ordinate students to join internal and external programs and competitions. ● Encourage students to join study tour to widen their global perspectives. 	<ul style="list-style-type: none"> ● acquire and construct a broad and solid knowledge base, and to understand contemporary issues that may impact on students' daily lives at personal, community, national and global levels
	7. Nurturing students' mindset and skills in innovation and technology through STEAM education and entrepreneurship courses.	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	<ul style="list-style-type: none"> ● Develop activities with design thinking in STEAM and entrepreneurship programmes. ● Integrate STEAM activities into curriculum with interdisciplinary collaboration ● Co-ordinate and encourage students to join external programs and competitions. 	<ul style="list-style-type: none"> ● develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work
	8. Deepening the reading culture in school through interdisciplinary collaboration, reading sharing, and activities.	✓ ✓	✓ ✓	✓ ✓	<ul style="list-style-type: none"> ● Integrate reading into the curriculum ● Organize reading-related events e.g Library visit, book sharing, book fair, writers' talks and teachers' book recommendations 	<ul style="list-style-type: none"> ● become proficient in biliterate and trilingual communication for better study and life
	9. Enhance the awareness and understanding of national and global citizenship	✓ ✓	✓ ✓	✓ ✓	<ul style="list-style-type: none"> ● Implement national security education through classroom teaching and life-wide learning activities. ● Enhance digital literacy: Teach students to use technology responsibly and effectively. 	<ul style="list-style-type: none"> ● use information and information technology ethically, flexibly and effectively

<p>Major Concern 2: Promote well-being and positive values to cope with future challenges.</p> <p>(Reference: System of development framework)</p>	1.Promote physical health and develop the habit of exercise	✓	✓		<ul style="list-style-type: none"> Promote physical activity: Encourage students to participate in regular physical activity through physical education classes, sports teams, extracurricular activities, and lunchtime during the school day. Hold more inter-class sports competitions /teachers-students' competitions Promote healthy eating habits and lifestyle through education and awareness campaigns. 	<ul style="list-style-type: none"> To enable students to lead a healthy lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts
	2. Cultivating positive values and a positive school culture through form teachers lessons, assemblies, and annual themes.	✓	✓	✓	<ul style="list-style-type: none"> The moral events, including mainly Form Teacher Periods, Bulletin Board designs, class management and Friday Talks would be based on the assigned moral values Collaboration of departments on nurturing positive school atmosphere School campus will be decorated with more display of positive quotes A Values framework will be set for the whole school and be implemented in Form Teacher's Period by Form Teachers and the collaboration of departments <p>Build positive mindsets (emotions, attitudes and values) while enhancing their resilience as well as maintaining good health</p>	<ul style="list-style-type: none"> To enable students to lead a healthy lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts
	3.Developing students' interests through diverse activities, allowing them to unleash their	✓	✓	✓	<ul style="list-style-type: none"> Students are encouraged to join different teams/various trainings or competition to widen their exposure and boost 	<ul style="list-style-type: none"> To enable students to lead a healthy lifestyle with active

	potential				confidence	participation in physical and aesthetic activities, and to appreciate sports and the arts
	4.Nurturing students' perseverance and resilience, strengthening their focus on mental health.	✓ ✓ ✓	✓ ✓ ✓	✓ ✓	<ul style="list-style-type: none"> ● Provide test (eg. MBTI and screening tools) for students to better understand themselves ● Encourage the students to challenge themselves (building resilience and positive self-image) ● Hold different kinds of mental health activities 	<ul style="list-style-type: none"> ● To enable students to become an informed and responsible citizen with a sense of national and global identity, appreciation of proper values and attitudes as well as Chinese culture, and respect for pluralism in society ● To enable students to understand one's own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career
	5.Strengthening connections among teachers, students, parents, alumni, and other stakeholders, making KYD a warm and caring	✓	✓	✓	<ul style="list-style-type: none"> ● Rebuild social skills of students and nurture healthy relationships through different activities and class teacher period. 	<ul style="list-style-type: none"> ● To enable students to use information and information technology ethically,

	school.	✓	✓	✓	<ul style="list-style-type: none"> ● Election of Most Positive Companion of the month ● Form teachers can organize class meeting and activities to facilitate students' communication ● Nurture parents with parenting skills and knowledge related to positive education 	<ul style="list-style-type: none"> ● flexibly and effectively ● To enable students to become an informed and responsible citizen with a sense of national and global identity, appreciation of proper values and attitudes as well as Chinese culture, and respect for pluralism in society
	6. Raising parents' awareness of students' mental health	✓	✓	✓	<ul style="list-style-type: none"> ● Education on failures (失敗教育) and students' mental health for parents 	<ul style="list-style-type: none"> ● To enable students to understand one's own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career
	7. Nurturing teachers with professional knowledge and skills in positive education and develop more awareness towards mental health	✓	✓	✓	<ul style="list-style-type: none"> ● Encourage work-life balance and related activities/workshops in school to promote teachers' wellness ● Offer opportunities for teachers to expand their knowledge and skills through training programs, workshops, and conferences. 	<ul style="list-style-type: none"> ● To equip teachers with professional knowledge and skills in relation to leading a healthy lifestyle with active participation in

		✓	✓	✓	<ul style="list-style-type: none"> ● More teachers are encouraged to take SEN basic course so that they can be well-equipped. ● Continual support from Form Teachers' Meetings and Support from Form DC/Guidance Teachers by encouraging them to join more professional courses in counselling and student support. ● Staff Development Team is set up to provide more systematic support to new teachers and more comprehensive planning can be formulated. 	physical and aesthetic activities, and to appreciate sports and the arts.
	8 Cultivating students' spirit of respect, self-discipline and following rules	✓	✓	✓	<ul style="list-style-type: none"> ● The values will be reinforced by different subjects' curriculum and form periods (e.g.information literacy, respect, diligence etc) 	<ul style="list-style-type: none"> ● To enable students to lead a healthy lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts
	9. Enhancing students' awareness and understanding of national and global citizenship	✓	✓	✓	<ul style="list-style-type: none"> ● Strengthen the National Education Group to organize activities and provide initiatives. ● Hold diversified activities related to to engage students in national and global citizenship education. ● Include global issues and concepts about national security in curriculum ● Organize study tours to reinforce students' understanding of our motherland and the globe. ● Involve parents and community in national and global citizenship education 	<ul style="list-style-type: none"> ● To enable students to become an informed and responsible citizen with a sense of national and global identity, appreciation of proper values and attitudes as well as Chinese culture, and respect for pluralism in society.

Strengthening the National Education Group: The school will provide continued support and training to the national education group. The group will play a vital role in organizing activities and initiatives related to national education, ensuring their effectiveness and relevance in promoting national identity and understanding of the country's development.

Diversifying Activities: The school plans to introduce new and diverse activities to engage students in national and global citizenship education. These activities may include interactive workshops, visits to cultural heritage sites, competitions related to Chinese culture and history, and community service projects focused on national and global issues. By offering a variety of activities, the school aims to cater to different learning styles and interests, fostering active participation and deeper engagement.

Parent and Community Involvement: The school recognizes the importance of involving parents and the wider community in national and global citizenship education. It plans to organize workshops, seminars, and events for parents to understand and support their children's learning in this area. Additionally, the school will encourage partnerships with community organizations and international institutions to provide students with opportunities for meaningful engagement beyond the school environment. This may include collaborations with local and global NGOs, participation in international exchange programs, and engagement with global issues through partnerships with international schools, while also emphasizing the significance of Chinese culture and heritage.

Emphasis on National Identity and Global Perspectives: The school will emphasize the development of students' national identity while fostering an appreciation for global perspectives. Through activities, discussions, and projects, students will explore their cultural heritage, understand their roles as responsible citizens of their country, and develop an understanding of global interdependence and the importance of sustainable development. Special attention will be given to Chinese culture, history, traditions, and values to strengthen students' connection to their national identity.