



**The Church of Christ in China  
Mong Man Wai College  
School Development Plan**

**2023/24 - 2025/26**

**The Church of Christ in China Mong Man Wai College**  
**School Development Plan**  
**(2023/24-2025/26)**

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## **2. Hong Kong Council of the Church of Christ in China**

### **Vision, Mission and Core Value**

#### **Vision**

Together we nurture the lives of our students  
Hand in Hand we witness the Love of Christ

#### **Mission**

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

#### **Core Value**

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

### **3. The Church of Christ in China Mong Man Wai College** **School Vision, Mission and Motto**

#### **School Vision**

The school's aspiration is that our students will always strive for excellence, exemplifying our school vision "Together we nurture fullness of life; Hand in hand we witness the love of Christ."

#### **School Mission**

Embracing the HKCCCC philosophy of "To minister and serve through schools", we are committed to the provision of quality education services. We strive to nurture our students by developing their potential and to foster their moral, intellectual, physical, social, aesthetic and spiritual development .

#### **School Motto**

To clearly distinguish between right and wrong; and to act sincerely.

#### 4. Holistic Review of School Performance

##### a. Effectiveness of the School Development Plan (SDP) in the cycle of 2019/20 - 2022/23<sup>I</sup> (Due to COVID-19, a year of the implementation is extended.)

Major Concern and target	The extent of the target achieved, e.g.  Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g.  Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
Major Concern 1: To nurture students to be motivated learners  Target(s): <ul style="list-style-type: none"> <li>• To sustain self-directed learning habits (SDL) (3-pillar mode in the lessons)</li> <li>• To develop e-learning to enhance learning effectiveness</li> </ul>	Fully achieved	e-learning will be sustained as routine practice and is widely used in everyday lessons. SDL will also be sustained and integrated in lesson planning such as extended reading for post-lesson consolidation.	Nil
Major Concern 2: To foster positive education.  Target(s): <ul style="list-style-type: none"> <li>• To cultivate a positive school climate</li> <li>• To nurture and develop character strengths</li> </ul>	Fully achieved	School-based positive values education framework has been established and will be sustained in class teacher periods. Further development of character strengths will be cultivated through	Nil

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

		service learning which is one of the school major concerns of the next development plan.	
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**b. Based on the reflection against the seven learning goals<sup>11</sup>, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.**

The following three questions serve as a reference for schools to reflect on how good they are in fostering whole-person development and lifelong learning of students. In the process of reflection, reference could be made to the relevant PI areas and their focus questions. The school should holistically review and evaluate the performance in various aspects, based on evidence and data, by flexibly intertwining different PI domains (There is no need to report the school performance in different PI areas and the seven learning goals one by one) and identify the areas which need to be strengthened. **For details, please refer to paragraph 3.3.1(b) and the appendix of the SDP compilation guidelines.**

1. How good is my students’ performance in achieving the seven learning goals? (Section I General Review)
2. How good is my school in enriching students’ learning experiences for their whole-person development and lifelong learning? (Section II Enrichment of Students’ Learning Experiences for Whole-Person Development and Lifelong Learning)
3. How good is my school in leading its continuous improvement and development for students’ whole-person development and lifelong learning? (Section III Continuous Improvement and Development)

**I General Review**

To foster national and global identity, the school has strengthened the promotion of helping students understand the country, the Basic Law, and National Security Education through collaboration among subjects and committees. Basic Law student team and Student Flag Raising Team have been established, together with the organization of Chinese Culture Week to promote the education of national identity and national sentiment of students. Cross-border trips (such as Shenzhen and Sri Lanka) were organized to deepen students’ national and global identity.

To enhance the breadth of knowledge, the school has formulated a balanced and broad curriculum framework that covers the eight key learning areas

<sup>11</sup> The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

and the following six aspects: morality, intelligence, physical fitness, team spirit, aestheticism, and religion. The school has established a broad curriculum in junior forms so that the students can taste different subjects and find their interests. The senior form curriculum is quite flexible, as students can choose different elective subjects mainly according to their interests. Apart from the Category A subjects, the school offers Applied Learning subjects (Category B) and other languages (Category C) to the students. They may choose the Applied Learning subjects in S.5 and other languages (Japanese, Spanish) in S.4 according to their abilities and interests. Co-curricular activities, such as STEM Week, English Day, and Geography field trips, are organized to let students learn in various ways outside the classrooms and arouse their interests.

To enhance language proficiency, the Academic Committee (Affairs) (ACA) collaborates with relevant subject panels (e.g. History, Geography, and general classroom language) in designing the S1 Bridging Course with a focus on using English as the medium of instruction. The English Across Curriculum (EAC) lessons are also implemented to help students use English in other subjects. Subjects including Mathematics and Integrated Science also arrange their own summer bridging courses for S.1 to better equip our students to study these subjects in English.

According to the ability of students, elite policy has been well established in most of the subject panels, such as organizing pull-out elite training programs, and co-curricular activities for elite students. Some students may also be nominated as members of the HKAGE. Various elite training programs provided by third-party institutions (e.g. HKU Academy for the Talented, The Hong Kong Young Academy of Sciences) have been introduced to the suitable students. The school also organized relevant staff development programs to let the teachers know more about gifted education. The school can make good use of the resources in elite training, such as the Diversity Learning Grant (DLG), to help the more able students. The split class policy is adopted for the Chinese, English, and Mathematics panels, which can help the streaming of students of different abilities and facilitate learning and teaching. In senior forms, the English panel has specialized lessons in which teachers specialize in teaching specific papers so that teachers can focus on enhancing their proficiency in teaching these papers.

To nurture our students' generic skills, self-directed learning abilities, and information literacy for the 21st century, our school has implemented various student-centered pedagogies like the Three Pillar Model for developing self-directedness and eLearning initiatives in recent years. E-learning skills and habits of students have been improved throughout the last few years. They can utilize different eLearning recourses, accumulate eLearning materials, and keep a record of their online assignments and assessments for revisions and further exploration. The I.T. literacy in eLearning such as using different devices and apps among students has also been improving continuously in the past few years. The Academic Committee (Affairs) has organized courses on study skills in junior forms so that students are able to further develop their skills related to their learning.

To encourage self-directed learning habits, students are required to complete pre-lesson preparation assignments using online materials and digital

resources. This allows them to take ownership of their learning and develop information literacy skills in locating, evaluating, and synthesizing relevant information. Students then apply what they have learned through pre-lesson preparation to complete collaborative tasks and discussions during lessons. For after-lesson consolidation, online assignments allow students to further deepen and extend their knowledge, developing habitual self-directed learning practices.

Through interactive lesson elements like group discussions, debates, presentations, and eLearning tools such as online polling and quizzes, we promote collaboration, communication, critical thinking, creativity, and other essential generic skills among our students. These empower them to better construct knowledge, achieve desired learning outcomes, prepare for assessments, and thrive in technology-enabled learning environments now and in the future.

To enrich the life planning of our students, OLE lessons in S.4-S.6 have provided students with balanced exposure and experiences in different areas of OLE, especially aesthetic development, and career-related experiences in the structured timetable. For aesthetic development, it fosters students' creativity and broadens their horizons of art and culture. For career-related experiences, students have developed a sense of career and life planning and have been encouraged to proactively participate in OLE lessons. A school-based curriculum is designed to provide students with multiple study pathways during lessons.

To promote a healthy lifestyle, the school has organized a wide variety of physical activities for students. Newly emerged sports like Kinball, have been introduced. Psychological and social well-being support is given by the Religious Committee, Student Guidance Committee, and Student Support Team. School-based positive values education framework has been established. In the formal curriculum, Home Economics is the gateway to providing basic health education at junior form levels as it can reach out to all S.1 to S.3 students.

With the collaboration with the effort of the professional team comprising the vice principal, class teachers, social workers, Student Guidance Committee, Form-Masters, Class Teachers, Educational Psychologist, Speech Therapist, and Student Support Team, the school has developed strategies to maintain the well-being of students which they need for a flourishing life. To create a refreshing learning environment with positivity, the school environment is decorated with banners, stair riser decals, and classroom display boards which were designed with messages about Positive Education, Growth Mindset, and Grit. Our school stresses strengthening students' character strengths, striving to be knowledgeable, being willing to serve and grateful all the time, and ultimately being a better self. To help students establish healthy relationships, cultivate positive emotions, strengthen resilience, and develop their character strengths, committees have held a range and a mix of programs and activities. Student Guidance Committee strategically organizes activities and programs at 3 tiers, namely Universal, Selective, and Indicated levels, to promote mental health among students,



teachers, and parents for spreading information about mental health and raising awareness on mental health among students. Appropriate mental health support services have been provided to those identified students just in time, especially right before and after test and exam periods, at the Indicated level. Our school provides a wide range of activities that include physical development, aesthetic development, intellectual development, and community service.

The whole school approach is sustainable, lasting not only in the past few years but also in the coming future. By embedding the above seven learning goals holistically throughout our policies, curriculum, pedagogies, activities, partnerships, and school culture, we strive to nurture future-ready, socially responsible global citizens equipped with knowledge, competencies, national identity, and values.

## **II Enrichment of Students' Learning Experiences for Whole-Person Development and Lifelong Learning**

Echoing one of the school major concerns, School leaders, including the Principal, Vice Principals, and managerial teaching staff, have successfully engaged all teaching staff in promoting Positive Education, Growth Mindset, and Grit. The whole school approach has been adopted in our school. Our school strives to provide a holistic, student-centered education that nurtures students' national identity, equips them with extensive knowledge, builds their language proficiency, develops future-ready generic skills, enhances information literacy, facilitates career and life planning abilities, and promotes lifelong healthy lifestyles.

To nurture students' national identity and sense of belonging to China, we comprehensively integrate national education throughout the school curriculum and activities. In relevant subjects like Chinese History, Chinese Language, Citizenship and Social Development, Liberal Studies, and Moral Education, students learn more about Chinese history, culture, and significant events for the development of their national identity. Activities like our annual Chinese Culture Week, student flag-raising team, talks by national education ambassadors, and sharing in the morning assemblies allow students to gain deeper insights into China's profound cultural heritage and develop a strong sense of national pride and identity.

Our broad, balanced, and flexible curriculum provides students with diverse knowledge across eight key learning areas, including languages, mathematics, science, technology, humanities, arts, physical education, and moral and civic education. An extensive range of electives caters to different interests and abilities. Besides these, English across the curriculum could develop students' academic language proficiency so that they are able to use the language confidently. Through a variety of interactive and technology-enabled pedagogies like collaborative projects, debates, presentations, and eLearning tools, we equip students with essential future-ready generic skills including collaboration, communication, creativity, critical thinking, problem-solving, computational thinking, and self-directed learning abilities. Students are able to effectively and responsibly locate,

evaluate, synthesize, and use information from diverse sources after the knowledge they get from the information literacy lessons.

For career and life planning, we provide diverse exposure to society through learning experiences like company visits, talks by professionals, individual career planning exercises, job shadowing, and internships. Our tailored career and life education curriculum from S2 to S6 facilitates students' self-understanding and decision-making regarding further education, career choices, and life pathways. A wide range of co-curricular activities, interest groups, sports teams, and adventurous challenges nurture students' perseverance and promote lifelong physical health and mental wellness. Values education grounded in our Christian faith helps students develop integrity, care, resilience, responsibility, and other positive attitudes to thrive in life. Religious Education is the mission of the school to provide ample opportunities for the cultivation of Christian faith. Student fellowships, teacher sharing, religious assemblies, and Biblical Knowledge lessons across all forms, help to create a Christian atmosphere for spiritual education. Religious sharing by teachers and students in the morning assemblies fosters a positive attitude in life. Prayers, scripture sharing, and hymn praise before morning assemblies also cultivate a sharing atmosphere among teachers and students.

To foster students' personal development, we have made good use of class teacher lessons to foster values education, moral education, sex education, life education, emotion awareness, social skills, interpersonal relationships, and goal setting. Various programs including positive education, sex education, values education, social competence, stress management, resilience, mental health awareness, and anti-bullying are organized to broaden students' horizons, help students explore different values, and hence make rational decisions.

To enhance the development and sustainability of students' leadership, different committees and subjects have provided opportunities for students to develop their potential. Student Association, School Prefects, Student Ambassadors, I.T. Prefects, Student Guidance Ambassadors, ECA Ambassadors, Career Ambassadors, House Committees, Club committees, Fellowship committee, monitors, class associations, are well-trained to execute their leading functions in the school as a whole.

Self-directed learning is one of our school major concerns. Student leaders are trained to self-plan the activities for target groups. Student Association plays a significant role in school planning programs for the benefit of schoolmates. Prefects organize activities in the prefect training camp, Student Guidance Ambassadors plan programs for S.1 students, and House committee members plan programs for fostering a sense of belonging in school.

The school also instills 'Inclusive Education' by collaborating with different committees and form masters, and subject teachers to organize talks, workshops, exhibitions, and visits. Student Support Team that includes a Special Educational Needs Coordinator (SENCO), Vice-Principals, Social Workers, an Educational Psychologist (EP), a Speech Therapist (SP), the Chairperson of the Guidance Committee and Discipline Committee and a

representative from the Academic Affairs, and a teaching assistant, has been established to support students with special family, personal and educational needs.

The school has established appropriate procedures for early identification of students with special educational needs (SEN). The school coordinates and monitors the work in this aspect so that the students can obtain equal education opportunities. There has been a regular communication channel with parents and assessments to identify if students have special educational needs. For students with SEN, a series of appropriate support services, including referral to the EP, individualized education programs, social groups, speech therapy, tutoring, and adjustments in assignments and assessments, are provided. Teachers have been encouraged to take professional courses related to special education and counseling to address students with SEN and arm them with skills for teaching students with SEN.

Our school highly values collaborative partnerships and relationships with diverse stakeholders including parents, alumni, external organizations, government departments, schools, and the wider community. These synergistic partnerships support our provision of holistic education to nurture students' national identity, equip them with broad knowledge, build their language abilities, develop generic skills, enhance information literacy, facilitate life planning capacities, and promote lifelong healthy lifestyles.

We maintain close communication with parents through talks, workshops, school events, and parent groups. This allows us to be partners with parents in nurturing students' all-round development and equipping parents with skills to support their children's growth. Our alumni contribute as guest speakers, mentors, and advisors, sharing their life experiences, career insights and expanding opportunities for current students.

### **III Continuous Improvement and Development**

We actively leverage community resources by collaborating with NGOs, companies, universities, and other external organizations. Our OLE team partners with various groups to provide diverse experiential learning through activities like mentoring programs, internships, and career exposure. Subject panels and committees also collaborate with outside experts to organize informative academic activities, competitions, and visits that enrich learning.

To facilitate professional exchange and development, we participate in cross-school subject networks organized by the EDB. These allow our teachers to enhance their capacity in areas like language education, national education, and eLearning - benefiting student growth. We also join wider school networks focused on leadership development, guidance and counseling, and STEM education.

Moving forward, we aim to expand these collaborative relationships to access diverse expertise, resources, and networks that can augment our educational provision. By leveraging synergistic partnerships across the community, we provide varied learning experiences inside and outside the classrooms to nurture future-ready students.

### **c. How Can My School Be Better**

Building on the reflection in the previous part (4b), schools could further consider how they can do better in helping students achieve the seven learning goals based on students' needs and the school's capacity for continuous improvement and development when setting out development priorities. **For details, please refer to paragraph 3.3.1(b) and the appendix of the SDP compilation guidelines.**

1. What are my students' needs?
2. What is my school's capacity for continuous improvement and development?
3. What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

To further promote the whole-person development of our students, we need to address their specific needs at different key stages. This includes nurturing their national and global identity by providing opportunities to understand and appreciate their country's history, culture, and values. We should continue to develop a balanced and broad curriculum that covers key learning areas and aspects to ensure students have an all-rounded education. Language proficiency, particularly in English, should be further enhanced through bridging courses and Reading Across Curriculum (RAC). To cater to the diverse students' abilities, we should continue offering elite training programs and support services for gifted and talented students, as well as implementing split classes based on abilities. Career and life planning should be facilitated through diverse learning experiences, more exposure to different industries, and guidance for students as well as starting career and life planning in junior forms. Promoting a healthy lifestyle should be emphasized. A wide range of physical activities, and psychological and social well-being support should be further enriched.

In the progress of aligning holistic education with the seven learning goals, our school will strengthen strategic areas of teacher professional development and curriculum planning.

- For national identity, teachers are advisedly to integrate the national education throughout the curriculum.

- To build up the language proficiency, teachers are encouraged to English proficiency workshops and the sharing of best practices in EMI instruction.
- To nurture knowledge, cross-curricular collaboration between subjects will be promoted to make students' learning more meaningful. Curriculum reviews will ensure alignment with student needs.
- Workshops on interactive pedagogies like project-based learning, gamification, and eLearning help equip teachers with skills to nurture collaboration, creativity, communication, and other generic skills.
- For life planning, teachers will receive updated information on career guidance and counseling from the EDB, HKEAA, territory institutors. Sharing will be organised to incorporate life planning elements into their subjects.
- Staff Development Programme will be organised to foster caring relationships and collaboration among staff to support their wellness.
- Workshops, sharing, and mentorship will build teacher capabilities in eLearning, computational thinking, and the use of edtech tools to uplift information literacy.
- Professional development of teacher requirements has to be reviewed regularly to ensure the teachers can get updated professional information. The T-Standard introduced by COTAP provides a valuable framework for our teaching staff for the continuous advancement in competencies and expertise. School will encourage teachers to develop their own individualized professional development plans to incorporate elements such as values education, information literacy, and STEM as recommended by EDB.
- Greater promotion of the 'gifted database' within the Academic Committee (Affairs) is needed to encourage contribution and utilization by teachers.
- To optimize our leadership and management for a high-quality provision that holistically nurtures students, our school aims to address several areas. With an additional Vice-Principal (VP) post, we will thoughtfully fine-tune the division of duties between the 3 VPs to enhance coordination and supervision across key domains. Despite the unexpected turnover of some experienced teachers, we will focus on sustaining professional leadership by implementing mentorship programs, leadership training, and succession planning. Workshops and sharing of best practices will equip teachers with awareness of the latest EDB policies and hone their skills in reviewing plans using the PIE (Planning, Implementation, Evaluation) process.
- To cultivate a collaborative culture, we will promote the sharing of expertise and materials among teachers through peer lesson observations, co-teaching, and centralized archiving of useful resources (e.g., Google Classroom / e-Class). For new teachers, we will assign mentors to guide them on our school culture and expectations. As we return to campus, panels and committees will strategically plan meaningful interactive activities and programs. Despite budget constraints, we will prudently manage resources and explore new funding sources to sustain valuable initiatives.

- Enhancing communication, developing staff capabilities, and fostering a supportive professional community will ultimately uplift teaching quality. By strengthening leadership competencies and school culture, we aim to enrich our provision of holistic education to nurture future-ready global citizens.
- The P-I-E-P cycle and School self-evaluation will be strengthened among teachers. By using these tools, it is hoped the planning and evaluation process is more focused and evidence based. By increasing the capabilities and capacities of teachers through the above measures, the foci of students' learning and development are as follows.
  - ✧ Regarding curricular improvement, the establishment of the STEM sub-committee of the Academic Committee (Subjects) and the inauguration of the Reading Across the Curriculum program will be in progress. We should introduce more cross-disciplinary collaboration and activities. The Language Across Curriculum and Reading Across Curriculum programs will be evaluated regularly and appropriately to meet students' needs. Adjustments to pedagogical strategies, assessments, and learning activities are likewise needed to accommodate students learning diversity.
  - ✧ It is observed that to increase the breath of knowledge of students is needed to help students' academic improvement, reading across curriculum is the direction for the coming SDP to achieve several goals, namely, language professionals, generic skills, information literary and healthy life style.
- In the last SDP, the school has already developed a school-based positive values education framework. Regarding the well-being of students and actualise the qualities of Manwaiers, empathy and gratitude are the major foci to be developed. As service learning emphasizes actions and reflections, it will become a means to develop the virtues. Apart from that, other values will also be developed in the students' school life such as national and global identity.

## **5. Major Concerns of the 2023/24 – 2025/26 School Development Cycle**

- ◆ Based on the above holistic review of school performance, the major concerns in order or priority are:
  1. To nurture students' motivation for learning by enhancing their reading capabilities
  2. To foster students' gratitude and empathy through service learning

## 6. School Development Plan (2023/24 to 2025/26)

Theme: 跨科閱讀展視野 服務學習繫社群    Broaden our Vision through Cross-curricular Reading    Widen our Horizons through Service Learning

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Secondary Education)
		2023/24	2024/25	2025/26		
1. To nurture students' motivation for learning by enhancing their reading capabilities	1.1 To broaden students' knowledge across different learning areas.	✓	✓	✓	1.1.1 <b>Thematic Reading</b> (Three Themes a year) Book recommendations, sharing, and atmosphere cultivation on the designated themes are carried out by different subjects and the school library to achieve cross-curricular collaboration and perspectives.	<b>National and Global Identity</b> <b>Breadth of Knowledge</b> <b>Language Proficiency</b> <b>Generic Skills</b> <b>Information Literacy</b> <b>Healthy Lifestyle</b>
					1.1.2 <b>Reading Across the Curriculum Scheme for junior forms</b> Three-tiered awards are set up under the scheme to motivate students to read more and cover different learning areas.	
	1.2 To enhance students' language, thinking, and generic skills.	✓	✓	✓	1.2.1 <b>Extended reading in subject syllabuses</b> Each subject panel designs at least one extended reading and related follow-up in the syllabus in each form (S.1-S.5) to serve as a part of the 3-pillar mode of SDL and a gateway to further subject exploration.	<b>Breadth of Knowledge</b> <b>Language Proficiency</b> <b>Generic Skills</b> <b>Information Literacy</b>
					1.2.2 <b>Interactive reading sharing</b> Thematic talks and sharing among students are organized to facilitate communication for in-depth exploration of text or topics.	
					1.2.3 <b>In-depth reading groups</b> Reading groups led by teachers or	



Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Secondary Education)
		2023/24	2024/25	2025/26		
					student leaders enable reading interflow between teachers and students or among students to share the enjoyment of reading and facilitate an in-depth understanding of the text and related topics.	
2. To foster students' gratitude and empathy through service learning	2.1 To cultivate students' empathy	✓	✓	✓	2.1.1 Collaborating with the EDB as a pilot school on promoting values education in the PSHE KLA.	Breadth of Knowledge
					2.1.2 To work with NGOs to help students experience people's needs and ultimately cultivate students' empathy.	
	2.2 To nurture a serving atmosphere for students to visualize and experience services	✓	✓	✓	2.2.1 Organizing workshops for teachers on promoting service learning and design thinking so that students could get knowledge from teachers and contribute to society.	Breadth of Knowledge Generic Skills
					2.2.2 Conducting morning sharing by teachers and students on promoting service learning inside and outside school.	
	2.3 To provide opportunities for students to serve the community with a grateful heart	✓	✓	✓	2.3.1 Collaborating with Hong Kong Baptist University and The Hong Kong Polytechnic University students to serve the community.	To become an informed and responsible citizen National and Global Identity Life Planning
					2.3.2 Providing opportunities for students to link academic study with community service and structured reflection to become responsible and grateful individuals in their families and the community.	