

Elegantia College

*(sponsored by Education Convergence and
patronized by HK Five Tong Association)*

Annual School Plan 2024/2025



We Care – just because children are our next generation.

School Vision and Missions

(1) School Vision

Bolstered by the support from our parents and the society, we will continue to evolve our school into a true learning organization with our professionalism and innovation to cultivate a new generation of lifelong learners whose independent learning ability and sense of responsibility will grant them the necessary knowledge, skills, creativity, confidence, ethical values, healthy mind and body, and international vision that will all work together to help them achieve their full potential in this rapidly changing globalized world where Chinese and Western cultures intertwine, so that they can effectively contribute to the society. Through both educational research and practical exploration, we aim to provide new experiences and breakthroughs to Hong Kong's education model.

We strive to build a campus with the following characteristics:

- A campus for learning - everyone is an active learner.
- A campus for growth - synchronous differentiated teaching for holistic development in both body and mind and maximized potential achievement.
- A campus of joy - students are happy to learn in a serene environment full of challenges and opportunities of success.
- A campus of care - one full of positive energy that promotes comradeship.
- A campus of healthiness - one that facilitates healthy body, healthy mind, and healthy environment.
- A campus of innovation - one that is led by professionalism in search of pedagogical breakthroughs.
- A campus for the community - one that involves parents and the community to serve the society.
- A campus on network - school-wide digitized learning built upon advanced IT technology.

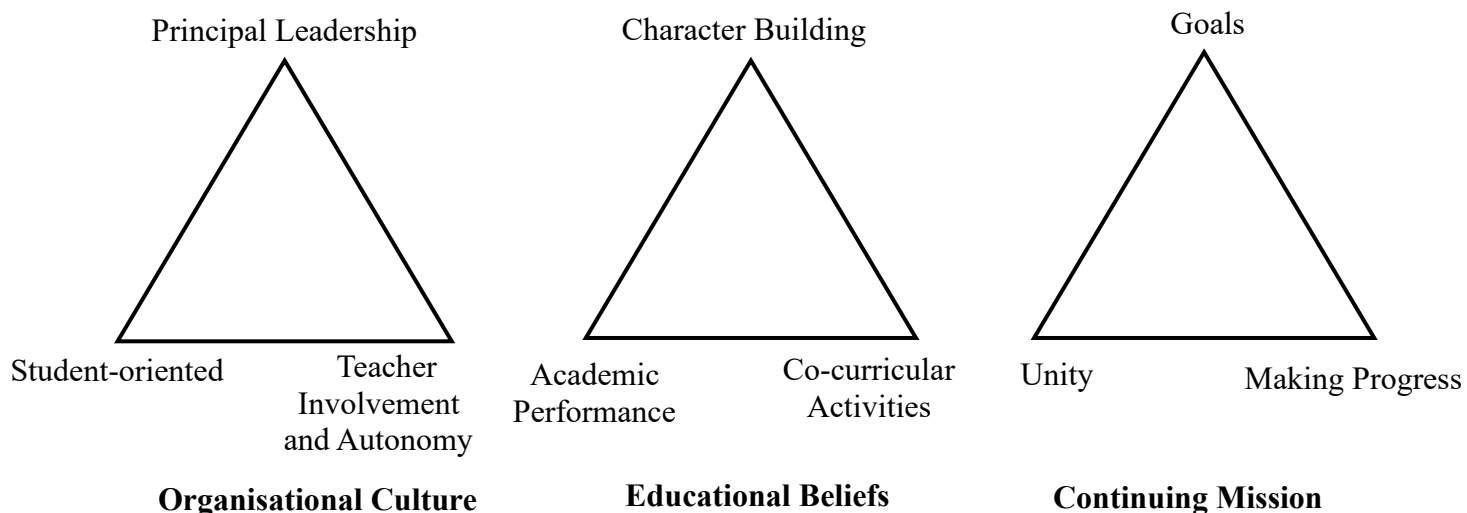
There are many challenges for the school to build a unique campus culture. The widespread postmodernism in our society nowadays has already brought forward tradition-defying values such as "nothing is uncertain" and "unlimited individualism" along with trends like vast information explosion and the illusive online/virtual world leading to insatiable individualistic desires. As social education and home education are getting increasingly dysfunctional, school education, in return, becomes even more important to the growth of students. Therefore, the key school stakeholders have a long mission ahead.

- Students: Strive to build self-confidence in learning, to become life-long learners, to cultivate self-discipline and self-esteem, to be motivated to pursue dreams and ideals, and to understand that the purpose of learning is to be a person whose happiness comes from serving others.
- Parents: Take good care of their children, teach them by example, communicate and cooperate with teachers, participate in school activities as important stakeholders and supporters.
- Teachers: Be enthusiastic about education, retain a positive outlook on life, possess ample pedagogical and cultural knowledge, be willing to learn and make considerations from all angles when exploring the potential of students, guide students to abide by rules and etiquette, and become an essential force to facility the growth of students.

Stakeholders should respect and hence coordinate with each other to establish a clear goal of integration of character and learning in school education. They need to constantly strive for progress, and seek to bring happiness to students. The operating principles of the school lies upon a balance of morals, academics, and co-curricular activities, as education itself depends on the integration of student-centered pedagogy, teacher-based operation, and principal-led administration. In the end, students remain the foundations of the school.

The core operating principles of the school lies upon a balance of morals, academics, and co-curricular activities, as education itself depends on the integration of student-centered pedagogy, teacher-based operation, and principal-led administration. In the end, students remain the foundations of the school as a big family. ‘Goals’, ‘Unity’ and ‘Making Progress’ are our continuing missions.

Elegantia College – Three Management and Teaching Practices



Carrying forward the spirit student self-governance in the school is an important part of its values education. Students directly participate in various activities to understand the importance of self-discipline, autonomy and responsibility so that they can follow the traditions of “Elegantians”. When they are ready to step into the society, they can embrace the vision of "roots in the city, nation at heart, and eyes upon the world" and become responsible citizens.

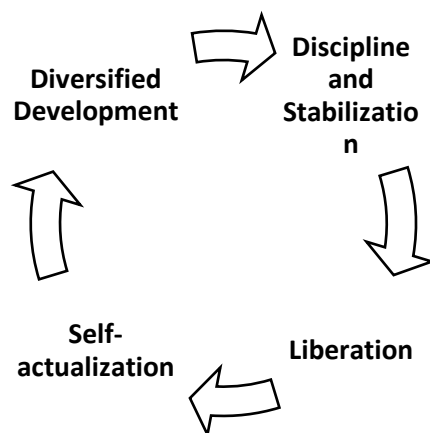
Our students have performed well in morally and academically; they also have a strong record in services and co-curricular activities. Education is a conscientious cause, so the flame must be passed on from generation to generation. Therefore, it is essential for educators to take an honest look between the past and the present before stepping forward to tomorrow. We must seek the best for students’ happiness. Although it remains true to this day that our combined effort can live up to the expectations of the community, parents and students, the school synergy must stand up to tests over time.

(2) School Missions

1. Continue to build a pleasant, warm, caring, active, progressive and creative learning environment to cultivate and develop the multiple intelligences of students.
2. The school is a learning community in which every member strives hard together to make progress and improvement.
3. Adopt the whole-person education approach to develop students into all-round individuals with wisdom, skills, amiable personality, art appreciation and stamina.
4. Maintain a close relationship with our professional Incorporated Management Committee and education consultants for upholding the school beliefs and making continued progress.
5. Establish a highly transparent, open and accountable school administration structure to enable and encourage students, parents and members of the community to participate in school affairs.
6. Lay emphasis on professional development of teachers, and provide them with opportunities and resources for capacity building.
7. Make extensive use of information technology for constructing knowledge to enable teachers and schools to engage in inter-school exchanges for establishing learning networks with schools in Hong Kong, the Mainland China and the globe.
8. Develop a network with other schools, communities and all sectors in the society to make full use of various resources, support the school work and broaden students' horizons.
9. Foster partnerships with education institutes and tertiary institutions in Hong Kong to promote and support student achievement, wellbeing and engagement.

(3) School Philosophy

Capable educators who possess a high level of professionalism and morality are able to allow students settle down and get ready to learn, before letting them express themselves and hence find their own ways. Elegantia's Postive Feedback Loop of Pedagogy



Note: Settling down is the prerequisite for the gradual unfolding of diversified development

(4) School Beliefs

1. Everyone can be capable life-long learners who can adapt to different ways of learning.
2. Learning is challenging, but also enjoyable.
3. Everyone is uniquely gifted. Both academics and activities on and off-campus will help them further develop their gifts.
4. Opportunities of success allow students to strengthen their self-esteem, as success often leads to more success.
5. Multi-spectrum learning is far more effective.
6. A caring and safe environment nurtures a healthy body and healthy mind.
7. Support from parents and the society play a crucial role in education.
8. Professional research and innovation are vital to education as a progressive endeavor.
9. Professional leadership and administration are essential to a school's continuing mission.
10. Teachers as role models of life-long learning need to engage themselves in continuous professional development.

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2024-2025**

School Major Concerns:

- 1. Nurturing students to be active and responsible self-directed learners with transformative competencies.**
- 2. Promoting whole person health and building students' healthy lifestyle.**

Major Concern 1: Nurturing students to be active and responsible self-directed learners with transformative competencies

Briefly list the feedback and follow-up actions from the previous school year:

- Students' **self-directed learning skills**, including **pre-lesson preparation, reflection for self-improvement**, etc. should continue to be the spotlight in the SDL learning tasks as reflected in the survey results. To further engage students in advanced informative learning, **an integrated use of e-learning tools and apps** will be promoted together **with the newly installed interactive whiteboards**.
- Students need to be taught **more about the use of assessment data and evaluation tools for timely reflection** and evaluation for improvements that will help them become reflective learners.
- As reflected in the surveys, **cross-curricular collaboration across the subjects has been initiated** to help students connect interdisciplinary knowledge and skills. This should **further be promoted and reviewed after the implementation** of the new Citizenship, Economics and Society in Secondary 1 for 2024/25.

Targets	Implementation Strategies	Success Criteria	Means of Evaluation	Period of time	PIC / Department	Resources	Seven Learning Goals
<p>Taking Responsibility</p> <p>1. Nurture students to be responsible and active learners.</p>	<p>1. Encourage students to set specific learning plans, then carry out their plans and make timely reflections.</p> <p>2. Optimize students' learning experience and engagement using e-learning tools, apps and/or interactive whiteboards.</p> <p>3. Enhance teachers' pedagogic strategies in promoting students' self-directed learning (SDL), use of e-learning tools and interactive whiteboards through professional development workshop(s) / sharing and/or peer lesson observations, etc.</p>	<p>1. Over 80% of the students agree that they have begun to take more initiative in planning their studies and making more reflections on their learning progress.</p> <p>2. Over 80% of the students show recognition to the use of e-learning tools that aim to maximize their learning.</p>	<p>1. Feedback from teachers and students</p> <p>2. School-based student and teacher surveys</p> <p>3. Statistics from APASO, Stakeholder Survey</p> <p>4. Evaluation reports</p>	<p>9/2024 - 6/2025</p>	<p>Effective Learning Committee</p> <p>Staff Development Committee</p> <p>IT Committee</p> <p>National Security Education Committee</p> <p>Moral and Civic Education Committee</p> <p>Other related committees</p>	<p>EDB-arranged Training Programs / Courses</p> <p>Quality Education Fund</p> <p>Life-wide Learning (LWL) Grant / Student Financial Assistance/Subsidy Schemes</p> <p>The One-off Grant for the Promotion of Chinese culture</p>	<p>Generic Skills</p> <p>Breath of Knowledge</p> <p>Healthy Lifestyle</p> <p>Information Literacy</p>

<p>2. Strengthen students' sense of national identity through a whole-school approach and cross-subject collaboration</p>	<p>1. Foster students' sense of national identity and enhance values education with the theme of the school year, 'Respect'.</p> <p>2. Develop students' appreciation of Chinese Culture and their awareness of the latest development and achievements of China through different means including tours/visits, lectures/courses, displays/exhibitions, etc.</p>	<p>1. Over 80% of the students agree that they have been exposed to activities that promote values education and NSE.</p> <p>2. Over 80% of the students agree that the increased exposure to the Chinese culture has strengthened their appreciation and awareness of national development.</p>	<p>5. Lesson observation feedback</p> <p>6. Students' participation and achievements in relevant activities and competitions</p>		<p>All Teachers</p>		<p>National and Global Identity</p>
<p>Building new core values – Connecting interdisciplinary Knowledge and Skills</p> <p>3. Enhance students' awareness of connecting various aspects of knowledge across disciplines and language proficiency</p>	<p>1. Enhance collaboration and conduct ongoing review of the PSHE curriculum in Junior Secondary (JS) after the implementation of the new Citizenship, Economics, and Society (CES) subject in Secondary 1.</p> <p>2. Promote Language across the Curriculum (LaC) collaboration and reading across the curriculum (RaC) to help students expand, connect, and consolidate learnt knowledge.</p> <p>3. Strengthen students' language proficiency in biliterate and trilingual communication through a widened exposure benefiting from cross-curricular collaboration and mapping.</p>	<p>1. Over 80% of the students agree that they have gained the ability to better connect and consolidate learnt knowledge across disciplines through cross-curricular activities.</p> <p>2. Over 80% of the students agree that they can now better connect the different fields of knowledge across KLAs and broaden their knowledge base through RaC activities.</p> <p>3. Over 80% of the students agree that their increased participation in cross-curricular activities and reading has helped strengthening their language proficiency.</p> <p>4. Teachers agree that the enhanced collaboration through the PSHE and LAC Committees helps optimize the general effectiveness of teaching and learning.</p>	<p>1. Feedback from teachers and students</p> <p>2. School-based student and teacher surveys</p> <p>3. Statistics from APASO, Stakeholder Survey</p> <p>4. Evaluation reports</p> <p>5. Lesson observation feedback</p> <p>6. Minutes of Committee Meetings</p>	<p>9/2024 - 6/2025</p>	<p>Effective Learning Committee</p> <p>Curriculum and Subject Development Committee</p> <p>PSHE KLA Committee</p> <p>Language across the Curriculum (LACC) Committee</p> <p>Library Committee</p> <p>All Subject Teachers</p>	<p>EDB-arranged Training Programs / Courses</p> <p>Quality Education Fund</p> <p>Life-wide Learning (LWL) Grant / Student Financial Assistance/Subsidy Schemes</p>	<p>Generic Skills</p> <p>Breath of Knowledge</p> <p>Language Proficiency</p>

Major Concern 2: Promoting whole-person health and building students' healthy lifestyle.

Briefly list the feedback and follow-up actions from the previous school year:

- Following the **first year's (2023-2024) focus on awareness building** of students' whole person health, the school should continue to **help students achieve balance in all aspects of life** as reflected in the statistics from the Stakeholders' surveys.
- A whole-school approach to the promotion of students' mental health is to be adopted through 4Rs for 2024/25 – developing students' healthy habits including sufficient **rest and relaxation** as well as building positive interpersonal **relationships** and enhancing their **resilience**. Also, more activities and workshops are to be arranged for different stakeholders including teachers and parents for optimizing the effectiveness.
- With the active **participation of the 4Rs Mental Health Charter**, the school could **fully utilize external and community resources** for the enhancement of the **promotion of students' mental health**.

Targets	Implementation Strategies	Success Criteria	Means of Evaluation	Period of time	PIC / Department	Resources	Seven Learning Goals
<p>To raise students' attention to personal health and engage them in positive social interaction through promoting the 4Rs.</p> <p>Resting: 1. Help students cultivate healthy habits to ensure adequate time to rest.</p>	<p>1. Maintain a balance between the quality and quantity of homework assignments.</p> <p>2. Review existing assessment policies, including the frequency, content, and modes of assessment.</p> <p>3. Educate students and parents about the importance of quality rest and downtime.</p>	<p>1. Over 75% of the students and teachers agree that the school has established viable coordination protocols for homework assignments across taught subjects with timely adjustments whenever necessary.</p> <p>2. Over 75% of the teachers agree that they have reviewed the mode and content of assessments to ensure their appropriacy and alignment with students' abilities and learning progress.</p> <p>3. Over 75% of the students agree that the school provides them and parents with ample activities to understand the importance of quality rest and downtime.</p>	<p>1. Feedback from teachers and students</p> <p>2. School-based student and teacher surveys</p> <p>3. Statistics from APASO, Stakeholder Survey</p> <p>4. Evaluation reports</p> <p>5. Minutes of Committee Meetings</p> <p>6. General Observation</p> <p>7. Student Group Interviews</p>	<p>9/2024 - 6 6/2025</p>	<p>Administration & Student Affairs Committee</p> <p>Academic Committee</p> <p>Studies Committee</p> <p>Moral and Civic Education (MCE) Committee,</p> <p>Counselling and Guidance Committee</p> <p>Parents Team</p> <p>All teachers</p>	<p>EDB-arranged Training Programs / Courses</p> <p>Quality Education Fund</p> <p>Life-wide Learning (LWL) Grant / Student Financial Assistance/Subsidy Schemes</p> <p>The One-off Grant for Mental Health at School</p> <p>The One-off Grant for Mental Health of Parents and Students</p>	<p>Healthy Lifestyle</p>

Targets	Implementation Strategies	Success Criteria	Means of Evaluation	Period of time	PIC / Department	Resources	Seven Learning Goals
Relaxation: 2. Provide students with more opportunities to relax, take care of themselves and practice self-compassion.	1. Arrange regular relaxation activities for students. 2. Organize activities to raise the awareness of students and teachers on mental health. 3. Establish specific/purpose-built on-campus area/zones for students to relax. 4. Encourage students to engage in regular physical exercise.	1. Over 75% of the students agree that the school has arranged a range of activities to help relax and de-stress. 2. Over 75% of the students and teachers agree that the school has organized various activities to raise their awareness of mental health. 3. Over 75% of the students agree that the school has established suitable areas/zones for them to relax. 4. Over 75% of the students agree that there are different available activities to engage them in doing more physical exercise.	1. Feedback from teachers and students 2. School-based student and teacher surveys 3. Statistics from APASO, Stakeholder Survey 4. Evaluation reports 5. Minutes of Committee Meetings	9/2024 - 6/2025	MCE Committee, Counselling and Guidance Team, Co-curricular Activity Committee, Student Union, All Subjects and Committees	EDB-arranged Training Programs / Courses Quality Education Fund Life-wide Learning (LWL) Grant / Student Financial Assistance/Subsidy Schemes The One-off Grant for Promotion of Sports Ambience and MVPA60 The One-off Grant for Mental Health at School	Generic Skills Healthy Lifestyle
Relationships: 3. Strengthen students' social aptitude and relationship-building with peers, teachers, as well as parents to enhance their sense of connectedness.	1. Arrange a range of class-based activities, themed events and/or activities for students to enhance their social aptitude and relationship-building. 2. Organize various activities to improve students' interpersonal interaction/social skills.	1. Over 75% of the students agree that there are a range of activities on campus to enhance their social interaction and relationships. 2. Over 75% of the students agree that these activities can help improve their interpersonal interaction/social skills.	6. General Observations 7. Student Group Interviews		Class Teachers, Form Coordinators, Counselling and Guidance Team, MCE Committee, All Subjects and Committees	The One-off Grant for Mental Health of Parents and Students	

Targets	Implementation Strategies	Success Criteria	Means of Evaluation	Period of time	PIC / Department	Resources	Seven Learning Goals
Resilience: 4. Prepare students to properly face the inevitable stress and setbacks in life, deal with emotions and stress, and overcome difficulties with a positive mindset.	1. Help students develop positive values and attitudes, such as resilience, readiness to embrace challenges, understanding themselves, etc. through arranging various activities and events. 2. Advocate positive thinking and prepare students to face different challenges and adversities in their growth journey through different activities.	1. Over 75% of the students agree that the school has arranged a range of activities to help instill positive values in them and enhance their resilience. 2. Over 75% of the students and teachers agree that the school has organized various activities to promote positive thinking.	1. Key Performance Measures 2. Stakeholders' Surveys 3. Teachers' general observations of student behaviors 4. Department Surveys 5. Mid-term and End-of-term Surveys 6. General Observation 7. Student Group Interviews	 9/2024 - 6/2025	 All Subjects and Committees Library Committee	EDB-arranged Training Programs / Courses Quality Education Fund Life-wide Learning (LWL) Grant / Student Financial Assistance/Subsidy Schemes The One-off Grant for Promotion of Sports Ambience and MVPA60 The One-off Grant for Mental Health at School The One-off Grant for Mental Health of Parents and Students	Generic Skills Healthy Lifestyle