

Elegantia College

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

Annual School Plan 2023/2024



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.

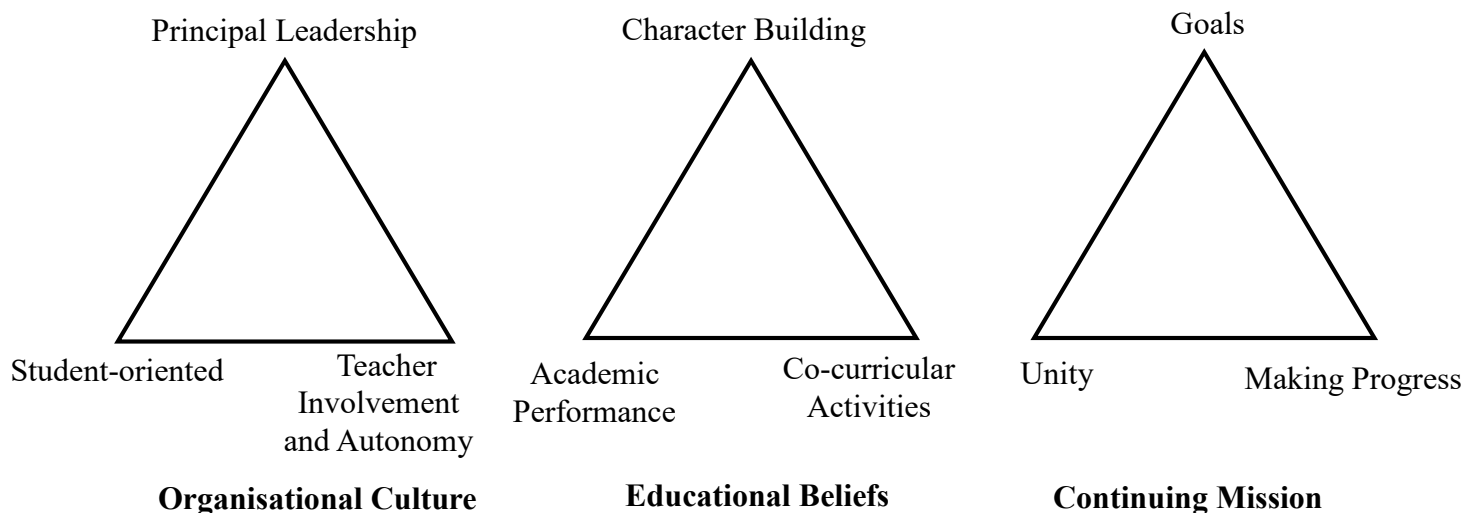
There are many challenges for the school to build a unique campus culture. The widespread postmodernism in our society nowadays has already brought forward tradition-defying values such as "nothing is uncertain" and "unlimited individualism" along with trends like vast information explosion and the illusive 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.

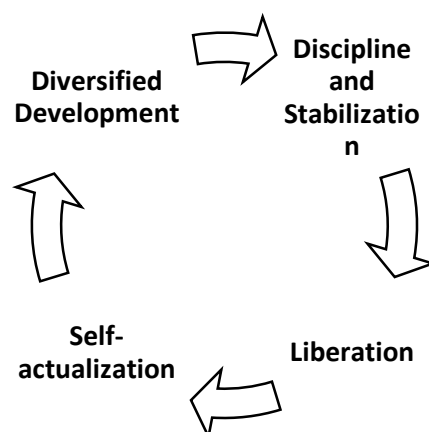
Our students have performed well in morally and academically; they also have a strong record in services and co-curricular activities. Education is a conscientious cause, so the flame must be passed on from generation to generation. Therefore, it is essential for educators to take an honest look between 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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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

Objectives	Implementation Strategies	Success Criteria	Means of Evaluation	Period of time	PIC / Department	Resources	Seven Learning Goals
<p>Taking Responsibility – Fostering proper Values and Attitudes</p> <p><i>Nurturing students to be responsible and active learners.</i></p> <p><i>Strengthening students' sense of national identity through a whole-school approach and cross-subject collaboration</i></p>	<ol style="list-style-type: none"> Conduct a holistic review of the curriculum to develop a repertoire of pedagogical approaches and learning materials for students to engage in and reflect on their learning experiences. Encourage students to take the initiative in planning their learning progress proactively to carry out their individual learning plans and make timely reflections. Optimize students' learning through the development of learning communities / partnerships that will engage them in purposeful collaborations and explorations with their peers and/or teachers. Adopt a multi-vector whole-school approach that aims to promote values education and NSE through lessons, activities, and workshops covering concepts and significance of national security both inside and outside the classroom. Strengthen students' appreciation of Chinese culture and their awareness of national development. 	<ol style="list-style-type: none"> Over 80% of the students agree that they have begun to take more initiative in planning their learning and making more reflections on their learning progress. Over 80% of the students show recognition to the collaborative learning experiences that aim to enhance their learning. Over 80% of the students agree that they have been exposed to more values education and NSE. Over 80% of the students agree that the increased exposure to the Chinese culture has strengthened their appreciation and awareness of national development. Over 80% of the teachers agree that they have attempted to develop varied teaching approaches and learning materials for students to engage in learning and hence make reflections more actively. Over 80% of the teachers agree that students have gained a deeper understanding of the school's core values and national security through lessons and activities. 	<ol style="list-style-type: none"> Surveys for students Survey for teachers Lesson observation feedbacks Assignment inspection feedbacks Homework assignments General observations Student Group Interviews Minutes of Meetings 	<p>9/2023 - 6/2024</p>	<p>Effective Learning Committee</p> <p>Curriculum and Subject Development Committee</p> <p>Studies Committee</p> <p>Academic Committee</p> <p>National Security Education Committee</p> <p>Moral and Civic Education Committee</p> <p>Other related committees</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>Generic Skills</p> <p>Breath of Knowledge</p> <p>Healthy Lifestyle</p> <p>National and Global Identity</p>

Objectives	Strategies	Success Criteria	Means of Evaluation	Period of time	PIC / Department	Resources	Seven Learning Goals
<p>Creating new value – Connecting interdisciplinary Knowledge and Skills</p> <p><i>Enhancing students’ language proficiency and awareness of connecting various aspects of knowledge across disciplines</i></p>	<ol style="list-style-type: none"> Promote cross-curricular collaboration and reading across the curriculum to help students expand, connect, and consolidate learnt knowledge. Strengthen students’ language proficiency in biliterate and trilingual communication through a widened exposure benefiting from cross-curricular collaboration and mapping. Evolve teachers’ pedagogic strategies in catering for students’ diverse learning needs through peer lesson observations, new teacher induction programme, learning circles, teacher professional development workshop(s) and/or professional sharing sessions, etc. 	<ol style="list-style-type: none"> Over 80% of the students agree that they have gained the ability to better expand, connect and consolidate learnt knowledge across disciplines through the participation of cross-curricular activities. Over 80% of the students agree that they could better connect the knowledge across different KLAs and broaden their knowledge base through reading across the curriculum (RaC) activities. Over 80% of the students agree that their increased participation in cross-curricular activities and reading has helped strengthen their language proficiency. Over 80% of the teachers agree that that peer lesson observations and professional development programmes, such as the new teacher induction programme, teacher professional development workshop(s), etc. can indeed help to strengthen their pedagogic strategies for the purpose of catering for students’ diverse learning needs. 	<ol style="list-style-type: none"> Stakeholder Surveys Surveys for students Survey for teachers Lesson observation feedbacks Assignment inspection feedbacks Homework assignments General Observations Student Group Interviews 	<p>9/2023 - 6/2024</p>	<p>Effective Learning Committee</p> <p>Curriculum and Subject Development 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

Objectives	Strategies	Success Criteria	Means of Evaluation	Period of time	PIC / Department	Resources	Seven Learning Goals
<p>Enable students to have a fundamental understanding of the four areas of whole person health, namely “body, mind, social and spirit,” and practice rudimentary physical and mental health enhancement techniques accordingly to gain a positive sense of well-being</p>	<p>Achieve the following through holding morning reading sessions, morning lectures, weekly assemblies, school-wide exhibitions, the Moral Education Day, and other activities:</p> <ol style="list-style-type: none"> 1. Increase students' awareness of the four areas of whole person health including “body, mind, social and spirit” to enhance their well-being. 2. Enable students to recognize and identify nutritious foods to further understand the importance of a balanced diet to one's healthy lifestyle. 3. Introduce relevant concepts of positive social, moral, and spiritual pursuits to students for better values building. 4. Provide students with more space and opportunities for sports to make regular exercise their habit. 5. Let students freely develop their diverse interests to enjoy peace and joy. 	<ol style="list-style-type: none"> 1. Students' overall understanding of Whole Person Health has been improved. 2. Students pay more attention to their physical health in general; fewer student absences than in previous school years. 3. Students pay attention to their mental health in general and actively pursue positive social and moral values. 4. Over 70% of the students agree that the school actively provides more space and opportunity for sports. 5. Over 70% of the students agree that they exercise more often per week, when compared to previous school years. 6. Over 70% of the students agree that the school actively takes action to foster students' diverse interests. 7. Over 70% of the students agree that their average weekly participation in after-school/co-curricular activities has increased when compared to that in previous school years. 	<ol style="list-style-type: none"> 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 	<p>9/2023 - 6/2024</p>	<p>Student Development and Support Committee Department Heads</p>	<p>Off-campus support (lectures, training sessions, etc.) Comprehensive care and awards package for student growth Resource allocation within the Student Growth Committee Form liaison teachers' support for class teachers Support from the IT Team Support from the School Office</p>	<p>National and Global Identity Breath of Knowledge Generic Skills Information Literacy Life Planning Healthy Lifestyle</p>

Objectives	Strategies	Success Criteria	Means of Evaluation	Period of time	PIC / Department	Resources	Seven Learning Goals
<p>Improve students' self-care ability and let them regain their healthy and orderly lifestyle habits, so that they can better cope with their daily life physically and mentally.</p>	<p>As directed by one of the seven core values of the school year, "responsibility":</p> <ol style="list-style-type: none"> Cultivate students' sense of self-care, for example, building better eating habits for better health. ("Responsibility to the Family") Improve students' self-awareness in time management and related skills, for example, having a regular schedule for work and rest, so that they can live a balanced daily life. ("Responsibility to Self") Be responsible to those around "you", establish good social relationships, make good use of information technology, and be cautious in words and deeds. ("Responsibility to Others") Help students establish good study habits, for example, paying attention during lessons, submit homework on time, and prepare for tests / exams carefully. ("Responsibility to Teachers") Raise students' collective awareness about the community, for example, follow rules and regulations and care for others. ("Responsibility to the Community") 	<ol style="list-style-type: none"> Students are able to successfully regain their healthy and orderly lifestyle habits and gradually return to normal life in the post-COVID period. Students are able to demonstrate the value of "responsibility" in various activities. Students' participation and performance (e.g. attendance and learning outcomes) in activities show improvement when compared to that in previous school years. Over 70% of the students agree that they have better eating and rest habits than in previous school years. Over 70% of the students agree that they have better academic performance than in previous school years. Over 70% of the students agree that they are more aware of the community than in previous school years. 70% of the students agree that they pay more attention to social and network etiquette than in previous school years. 	<ol style="list-style-type: none"> Key Performance Measures Stakeholders' Surveys Teachers' general observations of student behaviors Department Surveys Mid-term and End-of-term Surveys 	<p>9/2023 - 6/2024</p>	<p>Student Development and Support Committee Department Heads</p>	<p>Off-campus support (lectures, training sessions, etc.)</p> <p>Comprehensive care and awards package for student growth</p> <p>Resource allocation within the Student Growth Committee</p> <p>Form liaison teachers' support for class teachers</p> <p>Support from the IT Team</p> <p>Support from the School Office</p>	<p>Breath of Knowledge</p> <p>Generic Skills</p> <p>Healthy Lifestyle</p>