G.T. (Ellen Yeung) College School Development Plan

2025/26 - 2027/28

G.T. (Ellen Yeung) College

School Vision

The vision of our school is to nurture future leaders with the following qualities:

- good communicative skills.
- knowledge breadth, critical thinking and good writing skills.
- an international perspective.
- an understanding of Chinese culture, history and heritage.
- positive attitude and values.

School Mission

The mission of our school is to nurture talents and future leaders for society. Our education objectives are love, creativity and task commitment.

Holistic Review

Effectiveness of the previous School Development Plan (2022/23-2024/25)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1. To enhance students' life skills through diversified learning experiences	Achieved	Incorporated as routine work for further advancement and refinement.	
2. Cultivate students' positive values and develop good citizenship among students	Achieved	Incorporated as routine work for further advancement and refinement.	
3. To develop students' lifelong learning of STEM literacy to keep pace with fast changing technological development	Achieved	Incorporated as routine work for further advancement and refinement.	

Evaluation of the School's Overall Performance

	Major Strengths	Areas for Improvement
1. School Management	 The school has clear policies and practices to align and support its direction and purpose. The school has open and transparent communication with all stakeholders in the decision-making process. The school response fast to the policy changes and challenges. 	Continuous improvement by continuing coordination among representatives of all stakeholder groups to review and evaluate the school's direction and purpose.
2. Professional Leadership	 School leaders fully demonstrate their visions and commitments by aligning their decisions and actions to support the school's direction and purpose. School leaders fully support innovation, collaboration and professional development for steering sustainable development to quality education. Subject / group heads are committed to support the learning needs, interests and aspirations of students. 	Heads of subject / group could continue to monitor panel members to assure teaching quality.

3. Curriculum and Assessment	 Both Hong Kong Diploma of Secondary Education (HKDSE) and International Baccalaureate (IB) Programme are offered in senior form to meet the diverse learning needs of students. Implementation of balanced and diverse curriculums including STEM Education and Gifted Programs to provide students with knowledge and generic skills to meet the changing technological world; Physical Education and Youth Development Programs for physical, moral and social developments of students. The school has well-defined assessment frameworks to evaluate student performance. 	Continue to make good use of student achievement data to cater for learning diversity, support instructional improvements and student achievements.
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4. Student Learning and Teaching	 Small class teaching for all subjects in all forms. Flexible and diverse curriculum in acceleration classes and special programs. Teachers often participate in professional development to update individuals' skills and approaches for the continuous development of teaching practice. Teachers often share good teaching practices among the groups to maintain high standard of teaching. Various teaching methods such as e-learning platforms and group works are used to arouse students' interest and curiosity. 	 More professional developments of school teachers to enhance professional knowledge and expertise for the continuous improvement of student learning. Timely feedback on student's performance.
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5. Student Support	 The school has well-coordinated life education programs which implemented through the formal curriculum and informal curriculum to nurture future leaders and provide support to student personal, emotional and social development. The school has comprehensive approach to life planning education and career guidance through collaboration with school teachers, parents, alumni, universities and industrial sectors to help students to be successful in their career and life-long learning. The school has effective inclusion provision and early intervention systems to identify at-risk students. 	 Further explore students' capabilities to use multiple perspectives on problem solving which prepare them to make reasonable decision. Further enhancement of peer support and learning to foster student development. More professional developments of school teachers to enhance their knowledge and skills to support all students.
6. Partnership	 The school has a good network of parents and alumni to provide supports to school activities such as career talks. The school has collaboration with high schools, universities, NGOs and industries to cultivate students' general interest and broaden their knowledge. 	 More connections with parents and alumni to further enhance the support to the needs of school students. More local and oversea connections with different universities and institutions to nurture academic excellence and develop global perspectives.

7. Attitude and Behaviour	 Students are cheerful, creative, confident and positive. Students demonstrate strong leadership qualities and academic competence. Students showed mutual love and acceptance and helped one another. 	 Enhance the provision of opportunities for development of students' good character to show empathy and respect others. Cultivate students with a more grateful mindset.
8. Participation and Achievement	 Students are actively participated in a wide variety of national and international competitions, activities, training programs and international exchange programs and international science fairs. Students have remarkable achievements in contests of diverse domains such as language, science and mathematics, sports, visual arts and music in external competition and activities. 	Continue to engage students in diverse learning experience to maximize their potentials.

SWOT Analysis

Our Strengths

- The school has strong governance which is committed to the continuous development of the school.
- The school has a clear and innovative vision to provide quality education aligned to new educational trend and seek to continuously improve the quality of teaching and learning.
- Support from alumni, parents and sponsoring body in terms of expertise and resources are becoming strong.

Our Weaknesses

- The school has not enough classrooms to keep pace with the growing demand.
- Some students are self-centered and lack of persevere due to the overprotection from family.

Our Opportunities

- The network of partnership with high schools, tertiary institutions and organizations is being connected around the world for collaboration and exchange.
- The school offer two curriculums to cater for the diverse learning need of students.
- Growing awareness among teachers of the need to support students with learning needs.

Our Threats

- There is great learning diversity at the New Senior Secondary (NSS) curriculum.
- Under the intense local education system, some parents and students may simultaneously look for opportunities to study oversea.
- A significant increase in different learning opportunities in the community make stay focus by prioritization necessary.

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

- 1. Instill whole person education and strengthen a strong sense of national identity and belonging to the country.
- 2. Foster a positive and caring school environment for whole person development of students and school.
- 3. Enhance students' personalized learning experience to maximize learning outcome.

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Major Concerns	Major Concerns Targets		me Scale se insert		Outline of Strategies
		Year 1	Year 2	Year 3	
1. Instill whole person education and strengthen a strong sense of national identity and belonging to the country	To maintain and put into practice the positive values and attitude.			*	 Organize thematic sharing sessions in school assemblies to instill positive values such as perseverance, respect for others, responsibility, national identity, commitment, integrity, caring etc. Promote values education by different platforms such as group projects, video watching, readings, reflective writing etc. Organize the Mentoring Programs, Leadership Training Camp, National Flag Raising Ceremonies to cultivate students' virtue.
	To further promote social services for students and integrate social-emotional learning into curriculum.	1	✓	✓	To connect students with volunteer opportunities, and provide a platform for students to share their experiences.

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			 Encourage students to design and lead their own social service projects for the school and the local community, to empowers students and fosters a sense of ownership. Incorporate social-emotional learning into the curriculum such as group learning activities to teach students about empathy, communication, teamwork, and responsible decision-making.
To strengthen students' National Identity and develop a strong sense of belonging to the country.	•	*	 Organize thematic school assembles including national identity and security education to deepen students' understanding about our country. Display the national flag daily and conduct flag-raising ceremonies accompanied by the national anthem to instill a sense of national pride and identity. Integrate National Security Education into curriculum of various subjects to connect national identity and security concepts with students' learning.

					Professional training of teachers to have a better understanding of national education and national security education.
2. Foster a positive and caring school environment for whole person development of students.	To raise the sense of belonging to the school		~	✓	 Organize on-campus inter-school competitions such as sports competitions, singing contest and dancing contest Engage students helping in different school activities. Teachers and students co-create musical or film. Engage students to express their ideas in school decision-making. Broadcast student activities on compus TV to showcase student achievements, foster community engagement and enhance communication and engagement.
	To strengthen students' mental and emotional health to foster holistic well-being.	√	√	✓	 Teachers conduct close monitoring of students' mental and emotional status. To strengthen an internal referral system for early identification,

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				intervention and referral of students in need.
				• To organize stress management and
				mindfulness workshops for
				teachers and students to cultivate a
				more positive and focused mindset.
				 Professional training of teachers on counselling skills and knowledge.
				To organize parent's talk to strengthen school-parent cooperation and enable them to support their child's holistic
				 well-being. To organize student activities after lessons to support students social skills and address social-emotional concern.
• To apply for school sites to relieve classroom	✓	✓	✓	 To assembling a team to lead the application, planning and execution
overcrowding and extend				of vacant school sites into
learning access.				student-centered learning
				environments.

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3. Enhance students' personalized learning experience to maximize learning outcome.	To develop students' self-directed learning skills.		•		 All subjects prepare teaching syllabus and subject-related goals at the start of each term to raise students' awareness of the learning process. To improve students' language proficiency by assign a specific time to read during morning assembly period. To adopt a variety of teaching strategies and put related resources onto online platform to facilitate self-directed learning.
	• To equip teachers to use Artificial Intelligence to enhance teaching practices and explore tools for personalized learning.	√	√	√	Professional development of teachers on Artificial Intelligence.