



Caritas Wu Cheng-chung College School Development Plan 2025/26 – 2027/28



1. School Vision and Mission

Vision

We uphold the educational philosophy of Caritas Hong Kong—"Love in the Service of Hope." We aspire for students to learn love and practice compassion (Loving) while also learning in the way of Christ (Learning). Ultimately, we aim for students to achieve self-leadership (Leading) and experience life transformation.

We hope that when students leave our campus, they carry with them hope and a spirit of gratitude as they serve society. We envision them becoming loyal, humble individuals who honor God and love others, equipped with confidence, self-love, and the virtues needed to serve the community. They should care for their country and contribute to global harmony, becoming the capable and promising leaders of tomorrow.

Mission

Education is the journey of shaping individuals. We are committed to using love as our driving force to inspire student learning and foster their growth and flourishing.

2. Educational Objectives

Student Aspect

- a. Enhancing Student Motivation and Academic Performance
- b. Developing the Six Dimensions of Education (Spiritual, Moral, Intellectual, Physical, Social, and Aesthetic) and Multiple Intelligences.
- c. Cultivating Lifelong Learning Motivation and Nine Essential Competencies (Collaboration, Communication, Creativity, Critical Thinking, Information Technology Application, Numerical Literacy, Problem-Solving, Self-Management, and Research Skills)
- d. Discovering Students' Potential in Physical Education and Arts while enhancing their emotional and social development.

Teacher Aspect

- a. Adopting a Student-Centered Philosophy as the foundational teaching belief, embodying "Christ's Love" to genuinely understand, tolerate, care for, and support the healthy growth of each student.
- b. Enhancing Self-Assessment Mechanisms to strengthen self-management and improve personal professional knowledge and ethics.
- c. Developing Leadership Skills and Qualities among middle management personnel.

School Aspect

- a. Strengthening Management and Communication to enhance the organizational structure, improve work efficiency, foster a spirit of mutual support and encouragement, and implement effective educational policies to provide quality education.
- b. Creating a Relaxed, Enjoyable, and Vibrant Environment that is safe for both students and teachers to grow and thrive
- c. Evolving into a Learning Organization that nurtures high-quality talent

3. School Motto

Be Faithful, Diligent and Stay Simple; Love God and One Another

4. Holistic Review of School Performance

1. Effectiveness of the School Development Plan in the cycle of 2022/23 - 2024/25

Major Concerns	Extent of targets achieved	Remarks and follow-up action
1. Developing Future Skills with Technology at the Core 以科技為核心，發展學生未來技能	Partly achieved - Many colleagues have participated in various information technology-related courses, and the school has also organized several internal workshops. - Some subjects incorporate elements of collaborative learning that involve higher-order thinking in their lesson designs, aiming to develop students' communication and collaboration skills, logical thinking, creativity, problem-solving abilities, and other future skills. - All subjects have attempted to enrich lessons by using diverse learning tasks, methods of showcasing learning outcomes, or assessment approaches to enhance students' interest and effectiveness in learning. However, a school-based curriculum has not yet been developed.	Incorporating as routine work
2. Deepening Core Catholic Educational Values through Diverse Activities to Cultivate Positive Values and Attitudes in Students 透過多元活動，深化天主教教育核心價值，培育學生的正面價值觀和態度	Partly achieved - The school has consistently upheld the mission of Caritas Hong Kong — 'Love in the Service of Hope' — by striving to instill positive values in students and providing opportunities for them to participate in community service and support disadvantaged groups. - Currently, the services are primarily focused within the school, with fewer opportunities for external service.	Incorporating into the focus areas of the next development cycle

2. Based on the reflection against the seven learning goals II, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

1. Students at our school come from over 40 countries and regions and typically speak three different languages. In addition to Chinese, English, and Putonghua, German classes are also offered to enhance students' language abilities. Moreover, the school provides a Global Citizenship curriculum that promotes inclusion and compassion. Additionally, the school has always emphasized the development of information technology, striving to cultivate students' digital literacy. At the same time, the school has consistently supported the development of sports and arts, offering students opportunities to participate in or appreciate various sports and artistic activities. As a result, students have made commendable progress in national and global citizenship identity, language proficiency, digital literacy, and healthy lifestyles.
2. The school has always placed great importance on students' holistic development. Our signature program, "iFuture," provides students with a broad platform to acquire knowledge and skills beyond regular classroom lessons, incorporating all elements of the learning objectives.

3. How Can My School Be Better

1. In terms of career planning, support extends to junior secondary students, enabling them to understand their personal interests and abilities at an earlier stage. At the same time, various stakeholders (such as parents and alumni) are invited to share their experiences, helping to build a talent pool.
2. To cater to the needs of non-Chinese-speaking students, all national education content is accompanied by English translations. This makes it easier for students to understand the country's history and development, thereby enhancing their sense of national identity.
3. As a Catholic school, the institution places love at its core. Students are taught self-love to enhance their resilience, while also fostering the spirit of mutual love, promoting peer support and solidarity.

5. Major Concerns of the 2025/26-2027/28 School Development Cycle

Major concerns	Aims/Targets	Strategies	Schedule			Seven learning objectives
			25/26	26/27	27/28	
Foster a “Collaborative Learning Network” to strengthen students’ learning momentum (related character strengths: Love of learning, curiosity)	1. Develop students’ self-directed learning abilities, recognise their diverse talents and effort, equip students to become “collaborative learners”	1. Promote the use of various information technology tools to enhance students' independent and collaborative learning abilities. 2. Promote the adoption of diversified assessment methods by subject groups.		✓	✓	- Generic skills - Digital Literacy
	2. Strengthen life planning so that students can set their life goals early	1. Utilise AI tools to enhance students' understanding of themselves and real-life contexts, and to strengthen their ability to apply AI in fulfilling their social roles. 2. Establish a school-based talent pool and provide competition/visit/internship opportunities according to students’ talents. 3. Strengthen workplace training in cooperation with various educational institutions.		✓		
	3. Enhance students' generic skills through authentic settings	1. Organise large-scale inter-school academic activities so that students can practice interpersonal skills and broaden their horizons in authentic situations. 2. Increase opportunities for exchanges with Mainland and overseas schools to broaden students’ horizons.	✓			- National Identity and Global Perspective - Breadth of Knowledge - Generic Skills - Life Planning

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Further deepen Catholic values education and strengthen values education needed in the AI age and enhance students' spirit and capacity to love oneself, each other and the world (related character strengths: Hope, Gratitude, Social Skills, Kindness)	1. Build up students' resilience (love oneself)	1. Promote the message of gratitude so that students treasure what they already own, enhancing resilience. 2. Guide students in recognising the impact of AI on emotions and cognition, cultivate the habits of independent judgement and truth-seeking, and strengthen their resilience in the digital age.	✓	✓		- Digital Literacy - Healthy Lifestyle
	2. Strengthen students' ability to identify emotions and master appropriate social skills (love each other)	1. Strengthen experiential learning, allowing students to reflect on their emotional responses and social skills. 2. Deepen students' understanding of emotional management strategies and social skills through updating curriculum, class management, and inter-house activities. 3. Strengthen "Ethics Education in the AI Age" and students' commitment to the values needed in an AI-driven world.			✓	- Language Proficiency - Generic Skills - Healthy Lifestyle - Digital Literacy
	3. Enhance students' care for the needy in society (love the world)	1. Promote the use of AI in enhancing community services and strengthen students' awareness of social responsibility.		✓	✓	National and global identity
		2. Enhance students' understanding of Caritas history and mission, especially Cardinal Wu Cheng-chung's motto "Live by the Truth in Love"	✓ (Life)	✓ (Value)	✓ (Practice)	- National Identity and Global Perspective - Digital Literacy