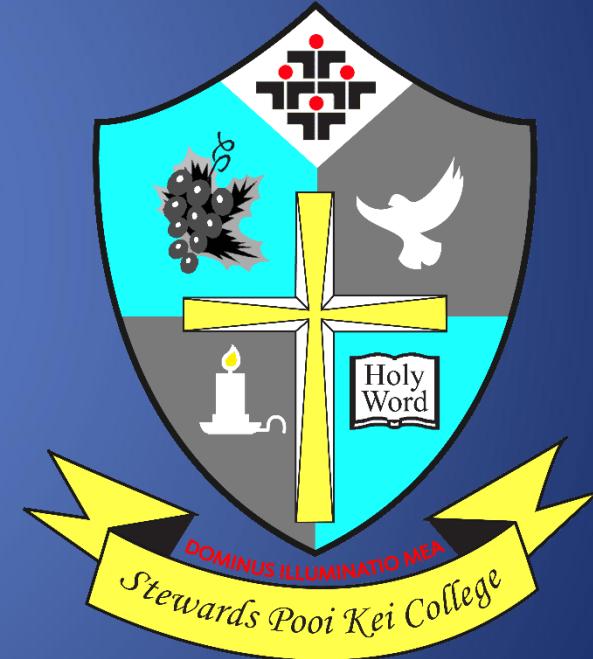


Stewards Pooi Kei College



School Development Plan

2023/24–2025/26

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1 Basic Beliefs

- We believe that every child is created to have intrinsic value as an individual regardless of family and background, to be able to develop to their full potential if opportunities are given.
- We believe that life is created with a purpose, that is, to glorify the Almighty God and to serve the others (*Matthew 22:36-40*). Life becomes meaningful by knowing God, by serving others, and by sharing the good news to the world.

2 School Vision & Mission

Vision

We envision developing SPKC into an outstanding DSS school with the purpose of cultivating Christian faith and educating our Pooikeinians to be leaders of tomorrow.

Mission

- We aim at preparing tomorrow's leaders with character and intelligence.
- Definition of Tomorrow's Leaders@SPKC:
S: Servant Leader
P: Positive Thinker
K: Keen Learner
C: Confident Explorer
- Four qualities we expect our graduates to be equipped through SPKC:
Christian Value, Love & Care, Globalized Vision and Life-long Learning

3 School Motto

“The fear of the Lord is the start of wisdom, and the knowledge of the Holy One gives a wise mind”

(Proverbs 9:10)

4 Holistic Review of School Performance

4.1 Effectiveness of the School Development Plan in the Cycle of 2019/20–2022/23[#]

([#] Remark: Owing to the territory-wide class suspension from February to May 2020, the major concerns for 2019/20 have been extended to 2020/21 to allow sufficient time for implementation.)

Major Concern 1: To foster students to be active learners

Targets	Extent of the target achieved (Fully achieved; Partly achieved; Not achieved)	Follow-up action(s) (Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others)	Remarks
1.1 To further enhance students' inquisitiveness and sustain their motivation in academic pursuit	Partly achieved	Continue to be a major concern for the next development cycle with adjusted targets	Student engagement and interest in learning fell below expectations, with only 48.4% of students reporting that they enjoyed learning and 46.6% expressing confidence in learning. More meaningful and interactive strategies are required to enhance student engagement.
1.2 To nurture students to be self-directed learners with skills, habits and attitudes for self-learning	Partly achieved	Continue to be a major concern for the next development cycle with adjusted targets	While students showed progress in metacognitive skills and lesson preparation, there is a need for further development in self-discipline and note-taking habits. Only 58.9% of students reported completing homework seriously.
1.3 To enhance the professional capacity of teachers in facilitating active learning	Fully achieved	Incorporated as routine work	Training on active learning, assessment literacy, and learner diversity was effective, with over 95% of teachers finding the workshops useful. Collaborative lesson preparation and peer lesson observation will continue as routine practices.

Major Concern 2: To implement positive education to promote the holistic wellness of students

Targets	Extent of the target achieved (Fully achieved; Partly achieved; Not achieved)	Follow-up action(s) (Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others)	Remarks
2.1 To nurture students' positive values and attitudes towards self and life in a progressive approach	Fully achieved	Incorporated as routine work	Positive Education programs such as PERMA+H and character-building activities were well-received. Over 70% of students reported satisfaction with related activities.
2.2 To cultivate in students a sense of belonging to the school and develop positive relationships with others	Partly achieved	Continue to be a major concern for the next development cycle with adjusted targets	While 80% of students enjoyed "Class Time" and other activities, enhancing respectful relationships and fostering inclusivity remain key focuses. Only 63.5% of students agreed their schoolmates respected teachers.
2.3 To establish a positive learning atmosphere	Fully achieved	Incorporated as routine work	Recognition systems such as Love@SPKC and Praising Records have been successful in motivating students, with over 900 minor merits awarded. Positive classroom atmosphere score has increased to 70.72%.
2.4 To enable parents & teachers to have an understanding of how a growth mindset promotes well-being of students	Fully achieved	Incorporated as routine work	Parent workshops and teacher-led Positive Education sessions were effective. Over 92% of parents expressed satisfaction with their child's schooling experience.
2.5 To achieve good progress in Pooikeinians' physical development	Partly achieved	Continue to be a major concern for the next development cycle with adjusted targets	While activities like PERMA-Run and Athletics Meet were successful, participation from non-sports-loving students remained low. 94% of students passed fitness assessments, but mental health and physical activity habits need further promotion.

Major Concern 3: To develop a professional learning community

Targets	Extent of the target achieved (Fully achieved; Partly achieved; Not achieved)	Follow-up action(s) (Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others)	Remarks
3.1 To promote professional interflow	Fully achieved	Incorporated as routine work	Workshops (e.g., Growth Wednesdays), cross-curricular lesson observation, and QSIP CUHK support have been successful in enhancing professional collaboration between staff. 79.3% of teachers agreed that the school has developed an effective professional learning community.
3.2 To reinforce the element of professional development in staff appraisal	Fully achieved	Incorporated as routine work	Appraisal system and related training were effective, with 89.19% of middle managers finding the workshops useful. The appraisal system will continue to support professional growth.

4.2 School Self-evaluation

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

4.2.1 How good is my students' performance in achieving the seven learning goals#?

#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.

This is an overview of our students' performance in achieving the seven learning goals. Our holistic review considers students' values and attitudes, knowledge and generic skills, as well as their academic and non-academic performance.

Our school offers a broad and balanced curriculum tailored to the diverse needs of students. With a wide range of subjects, STEAM initiatives, and innovative programs such as Design Thinking and Living (DTL) and Global Citizenship (GC), students are equipped with the necessary skills and knowledge to meet the challenges of the future. Language proficiency is strengthened through structured initiatives such as Reading across the Curriculum (RAC). Activities like the English Reading Scheme, the Hong Kong Schools Speech Festival, and the English Reading Fair further enhance students' language expressiveness, confidence, and creativity. Information literacy is embedded across subjects, enabling students to navigate AI ethics, distinguish fake news, and use IT responsibly. Programs like STEM@Lunch, the STEM Award Point Scheme, and subject-integrated ICT lessons prepare students to apply technology effectively in their learning.

Positive values and attitudes are nurtured through our school's Positive Education framework, which is based on the PERMA+H model. Mental health and well-being are prioritized through initiatives such as the Joyful Moment Campaign, emotional regulation workshops, and mental health talks. Students are encouraged to reflect on their growth through the Growth Mindset Forms in their handbooks, which foster self-awareness and goal-setting. Leadership and self-discipline are developed through programs like Peer Counselor Training, the Big Brother and Big Sister Program, and student leadership units such as the Four Houses and Student Union. Activities like flag-raising ceremonies, visits to the Palace Museum, and study tours to Mainland China strengthen students' appreciation of national achievements and pride. One of our school's aims is to foster future leaders with a global perspective. Students generally have a good understanding of their global

identity, which was supported by the success of initiatives such as the International Awareness Week, LEWOWA global awareness programmes and the integration of S1 global citizenship into the curriculum.

The promotion of a healthy lifestyle is another key focus in our school. Students participate in a variety of physical activities, such as the Athletics Meet, inter-house and inter-school sports competitions, and initiatives like the PERMA-Run and Fit Friday Sports Activities. The weekly morning stretching exercises and the Hostel Experience Program for S2 students further enhance students' physical and emotional well-being by encouraging self-management and stress-handling skills.

Our Career and Life Planning (CLP) Program equips students with essential skills to set personal goals and explore future pathways. Activities such as JUPAS-related workshops, mock HKDSE results release workshop, and sim-journey workshops provide students with relevant guidance for their academic and career aspirations. Experiential learning programs like Learning Without Walls (LEWOWA) offer hands-on opportunities in various fields, ranging from tourism and jewelry design to STEM and leadership training, broadening students' perspectives and interests.

Students' generic skills, including critical thinking, communication, collaboration, and IT skills, are developed through daily learning activities, subject-based projects, and co-curricular programs. Cross-curricular projects in subjects such as Mathematics, Biology, and Physical Education integrate real-life applications, fostering creativity and problem-solving abilities. Participation in events like the Mock Trial Competition, LEWOWA Exhibition Day, and Life-wide Learning Day provides students with platforms to showcase their talents and enhance their self-confidence.

Our students perform well in both academic and non-academic areas. Academically, the percentage of students meeting university admission requirements consistently surpasses the territory average, with strong achievements in the HKDSE and international exams such as IGCSE and IAL. Non-academically, students excel in inter-school competitions, including the 8th World Junior Wushu Championships, Hong Kong Schools Speech Festival, and Hong Kong Schools Drama Festival, highlighting their skills and talents in sports, public speaking, and performing arts.

Overall, our students demonstrate commendable performance in achieving the seven learning goals, excelling in both academic and non-academic domains. With robust self-evaluation mechanisms, continuous feedback, and the cooperation of all stakeholders, we remain committed to addressing areas for improvement and ensuring our students are well-prepared to meet future challenges.

4.2.2 How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?

Our school is deeply committed to providing a holistic education that enriches students' learning experiences and prepares them for lifelong success. Through an extensive range of life-wide learning activities and programs, we ensure that students develop the values, skills, and well-being required to thrive in all aspects of life.]

The school offers a broad and balanced curriculum that aligns with educational trends and the interests and needs of students, integrating STEM, and experiential learning programs. In addition to the DSE curriculum, the **Non-local Curriculum (NLC)**, i.e. IGCSE and International Advanced Level (IAL) is offered to provide alternative pathways for students to pursue their academic and career goals. Newly introduced programs such as **Design Thinking & Living (DTL)** and **Multiple Intelligence Development (MID)** courses have proven effective in equipping students with essential 21st-century skills, including creativity, critical thinking, and problem-solving. The emphasis on **Reading Across the Curriculum (RAC)** has further strengthened cross-subject integration and broadened students' academic horizons. Students participating in these programs have reported a deeper understanding of subject content and greater confidence in their future prospects.

To cater to learner diversity, the school has adopted various strategies, including **tiered assignments, subject-based enhancement classes, and after-school tutorials**. For students requiring additional support, regular workshops and tutorials have been instrumental in improving their academic performance. These initiatives ensure that all students, regardless of their starting points, can achieve their potential. Besides, a school-based policy that makes reference to the 3-tier operation mode recommended by the EDB and a student talent pool have been established to cater to the differential learning needs of students with different abilities.

We offer a comprehensive array of activities that complement the formal curriculum and extend learning beyond the classroom. Signature events such as the **Life-Wide Learning Day** and the **Learning Without Walls (LEWOWA) Programmes** provide experiential learning opportunities, fostering teamwork, resilience, and problem-solving skills. Through LEWOWA, students explore diverse fields such as tourism, food science, and STEM, broadening their perspectives and equipping them with practical skills. Activities such as the **Hostel Experience Program** for S2 students enhance self-management and social skills, while the **Post-Examination Learning Programmes** provide thematic learning experiences in areas like Chinese culture, value education, and career planning.

Our school encourages students to participate in a variety of co-curricular and extra-curricular activities. We operate **more than 60 teams and clubs**, spanning intellectual development, aesthetic appreciation, physical fitness, moral and civic education, and community service. These clubs, along with leadership units such as the **Four Houses, Student Union, and Sports Association**, provide students with excellent opportunities to develop leadership, teamwork, and organizational skills. Activities like the **Pooi Kei Fiesta** and **House Cheering Competitions** foster a sense of belonging and camaraderie among students.

The school attaches strong importance to character building, focusing on the cultivation of virtues such as being caring, humble and emphatic, with student leaders being recognised with titles like “Love Ambassadors” and “Servant Leaders”. Award scheme like “Love@SPKC” incentivises students to achieve not only the essential attributes of a Pookeinian, but also the priority values and attitudes promoted by EDB. In the cultivation of national identity, the teaching of Basic Law education and national security education has been infused into different subjects. Activities such as **flag-raising ceremonies, National Security Education assemblies and sister school exchange activities** have successfully cultivated their sense of national identity and respect for cultural diversity.

Service-learning has become an integral part of the school’s value education, nurturing empathy and a sense of responsibility in students. Through initiatives such as **flag-selling days, food rescue programs**, and charity events like the Red Packet Money Donation Campaign and Charity Dress Casual Day, students contribute meaningfully to society, supporting causes such as blindness prevention and poverty alleviation. Service-learning programs during LEWOWA further deepen students’ understanding of social issues, while opportunities like volunteering at Food Angel allow students to engage directly with the community.

Career-related activities are designed to help students explore their interests and develop aspirations for the future. Workshops such as **mock HKDSE results release, self-exploration programs, and sim-journeys** provide students with practical insights into career planning. During LEWOWA, career-themed programs in areas like jewelry design, tourism, and board game development help students connect their learning to real-world opportunities. Talks on overseas education and university summer programs further broaden students’ horizons, preparing them for future academic and professional pursuits.

Aesthetic development is also a key focus of our school. Programs such as the **English Reading Fair, Hong Kong Schools Speech Festival**, and **Drama Club Performances** cultivate students' artistic talents and self-expression. Activities such as the **Inter-class Dance Competition, Painting on Fabrics**, and **Chinese Music Instrument Sharing** provide students with creative outlets to explore their interests and celebrate cultural diversity. Visits to museums and exhibitions, such as the Botticelli to Van Gogh exhibition, inspire students to appreciate the beauty and significance of art.

Physical well-being is prioritized through an engaging physical education program and a variety of sports activities. Events such as the **Athletics Meet, Sports Fun Day**, and **inter-class/inter-school sports competitions** encourage students to maintain active and healthy lifestyles. Initiatives like the **PERMA-Run** and weekly training sessions in our Fitness Centre further promote physical fitness and emotional positivity among students.

Overall, our school's commitment to enriching students' learning experiences is evident in the wide range of opportunities we provide. By integrating academic, aesthetic, physical, and moral education, we support students' whole-person development and equip them with the tools required for lifelong learning and success. Through continuous collaboration with stakeholders and ongoing evaluation of our programs, we remain dedicated to fostering a vibrant, inclusive, and supportive learning environment for all students.

4.2.3 How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

Our school demonstrates a strong and effective capacity for continuous improvement and development, placing a high priority on fostering students' whole-person development and lifelong learning. By implementing a robust and inclusive approach to school development and evaluation, we ensure that our efforts are aligned with both our vision and mission and the evolving needs of our students.

Our continuous improvement is anchored in a comprehensive School Self-Evaluation (SSE) process. A comprehensive review of our strengths and weaknesses is routinely conducted to guide strategic planning. We employ a whole-school approach that actively encourages input from all members of our school community, including students, teachers, support staff, parents, and alumni. Focus groups dedicated to the Planning, Implementation, and Evaluation (PIE) of specific learning goals ensure that every aspect of students' education receives focused attention. These mechanisms allow us not only to set development priorities tailored to our students' needs but also to strategically allocate diverse resources to enhance learning experiences in alignment with current educational trends.

To ensure these strategies are successfully implemented, we uphold a culture of transparency and open communication. Our decision-making process is consensus-based, with development strategies collaboratively formulated and agreed upon through various administration meetings, including councils, panel heads, and staff discussions. School management and middle managers collaborate closely to ensure effective communication and support during the implementation of school policies, while maintaining frequent contact with teachers and students. Various channels such as the Principal's Appraisal, Family Gathering, regular Staff Meetings, Coffee Time and staff surveys provide platforms for sharing information and addressing challenges. This inclusive approach fosters a culture of shared responsibility and ownership, ensuring that everyone is aligned in their efforts to support the school's development.

School management actively deploys resources and leads teachers to strategically support student learning and development. To this end, we place a strong emphasis on the professional growth of our leadership team; specifically, the school empowers and entrusts middle managers with key responsibilities. This approach fosters leadership skills and builds capacity, which in turn directly supports student development. Driving these initiatives, the Staff Development Committee actively organizes training and sharing sessions—such as Growth Wednesdays—to respond to the school's major concerns

and facilitate strategy implementation. These platforms have been vital in enhancing teachers' knowledge in critical areas like assessment literacy and learner diversity. Furthermore, the school encourages cross-curricular collaboration when implementing the school curriculum and work plans. Initiatives like Collaborative Lesson Preparation (CLP) and lesson observations facilitate this growth by encouraging the exchange of best practices. Support is also extended to new staff; a dedicated mentoring programme has been developed to help newly appointed teachers address students' academic and growth needs. Ultimately, the knowledge and skills gained through these opportunities inform our strategic planning, enabling us to respond proactively to the changing educational landscape.

We also place a strong emphasis on the professional development of our leadership team and middle managers, recognizing that effective leadership is critical to driving continuous improvement. For instance, "Growth Wednesdays" and staff development workshops have played a vital role in establishing a professional learning community within the school. These initiatives have been instrumental in enhancing teachers' knowledge and skills, particularly in areas such as assessment literacy and addressing learner diversity. Cross-curricular lesson observations and collaborative lesson preparation (CLP) have facilitated professional growth by encouraging the exchange of ideas and best practices among teachers. Moreover, support for newly promoted senior teachers and middle managers has been provided through on-the-job training, mentorship programs, and leadership development initiatives. By providing access to ongoing professional development opportunities, we ensure that our leadership team stays up-to-date with the latest educational research and best practices. The knowledge and skills gained through these opportunities inform our strategic planning and decision-making, enabling us to respond proactively to the changing educational landscape.

Our school's capacity for continuous improvement is further enhanced by our willingness to engage with external resources and form meaningful partnerships. Collaborations with NGOs, alumni, and parents allow us to draw on fresh perspectives and additional resources that enrich our students' learning experiences. For example, partnerships with NGOs support a variety of student programs, while mentorship opportunities provided by alumni inspire and guide students in their personal growth. Parents are also actively involved in school events, fostering a strong sense of community and collaboration.

In conclusion, our school's strong commitment to continuous improvement is evident in the robust structures we have implemented, the inclusive and transparent culture we foster, and the strategic use of both internal and external resources. These efforts ensure that we remain focused on our mission to support students' whole-person development and lifelong learning, while continuously adapting and improving to meet the needs of our school community.

4.3 How Can My School Be Better

4.3.1 What are my students' needs?

Our school has carefully assessed our students' needs based on their performance in achieving the seven learning goals and our reflection on areas for further promoting whole-person development. This comprehensive evaluation has highlighted several key areas where students require additional support to reach their full potential.

Our students need more opportunities to develop autonomy and take ownership of their learning journey. While they are naturally curious and enthusiastic about learning, they require an environment that nurtures this curiosity by encouraging them to ask questions, explore ideas, and pursue knowledge independently. At the same time, many students need further guidance in developing effective study habits, time management skills, and metacognitive strategies. They benefit from continuous support in setting personal learning goals and reflecting on their progress, which would help them grow into confident and self-directed learners.

Furthermore, our students require exposure to more diverse and intellectually stimulating learning experiences that challenge them and push them beyond their comfort zones. These experiences should not only enhance their critical thinking and creativity but also give them opportunities to apply their knowledge in real-world contexts. Connecting their academic learning to potential career paths and life aspirations is essential in helping them see the relevance of their studies and motivating them to pursue their goals with purpose.

In the digital age, our students must develop strong digital literacy skills. They require instruction in using technology responsibly and effectively for learning, research, and collaboration. It is crucial to equip them with the ability to navigate the digital world ethically and safely while leveraging technology as a powerful tool for academic and personal growth.

Our students' well-being is also a priority. They need a comprehensive approach to wellness that addresses their physical, mental, and social health. Physically, students need more opportunities for exercise and education on maintaining a healthy lifestyle, including proper nutrition and fitness habits. Mentally, they require support in developing resilience, emotional

regulation, and stress management skills. A nurturing environment that promotes positive mental health and provides resources for coping with academic and personal challenges is essential for their overall development.

Socially, our students need to develop strong interpersonal skills and emotional intelligence. They benefit from opportunities to collaborate with peers, engage in community service, and participate in diverse extracurricular activities. These experiences help them build teamwork and leadership skills while fostering empathy and a sense of social responsibility. Moreover, they require an inclusive environment that values diversity and promotes mutual respect, encouraging them to embrace different moral, cultural, and social perspectives.

In the coming years, our school will continue to address these needs by fostering a supportive, inclusive, and stimulating environment. By creating opportunities for students to take ownership of their learning, challenging them intellectually, equipping them with essential life skills, and promoting their overall well-being, we aim to empower them to succeed in their academic journey and develop into confident, positive, and well-rounded individuals prepared for lifelong learning.

4.3.2 What is my school's capacity for continuous improvement and development?

Our school is dedicated to fostering a culture of growth and excellence through strategic initiatives, professional collaboration, and the effective use of resources. This commitment to continuous improvement is evident in our robust self-evaluation mechanisms, professional development programs, and partnerships with various stakeholders in the school community.

A key strength of our school lies in our **School Self-Evaluation (SSE) process**, which systematically drives our improvement efforts. By utilizing a **Planning, Implementation, and Evaluation (PIE)** framework, we ensure that every initiative is carefully planned, executed, and assessed. Our whole school approach actively involves input from all stakeholders, including students, teachers, supporting staff, parents, and alumni. This inclusive method allows us to gather diverse perspectives, resulting in more comprehensive and effective strategies. We have also established focus groups for specific learning goals to ensure targeted attention to key areas of development.

The professional capacity and collaborative culture of our teaching staff are integral to our school's success. We have built a strong internal sharing culture that promotes cross-departmental collaboration and the exchange of best practices. For example, our teachers have shared innovative uses of the **Bring Your Own Device (BYOD)** initiative, which facilitates the seamless integration of technology into teaching and learning. To further support staff development, we have implemented a **peer lesson observation mechanism**, which provides valuable opportunities for teachers to learn from one another and refine their teaching methodologies. Furthermore, professional exchange on platforms such as Common Lesson Preparation has become a norm in the school to facilitate sharing of best education practices and pedagogies.

Additionally, our school prioritizes staff well-being alongside professional growth. We have introduced **mindfulness training** to help teachers manage stress and improve their overall health, which enhances their capacity to meet the challenges of teaching. Professional development initiatives are aligned with our **Major Concerns (MCs)** to ensure that staff training directly supports the school's priorities and goals for improvement.

Our school also demonstrates a strong readiness to utilize external resources to enhance our educational offerings and address key concerns. For instance, we have collaborated with NGOs to implement programs such as the **PERMA+H framework** for Form 1 students, designed to promote positive education and well-being. Additionally, service-learning opportunities for Forms 2 and 3 and the introduction of a social enterprise program for Form 4 allow students to connect

their learning with real-world applications. Partnerships with organizations such as HKSTP, Cyberport, and HKUST have supported our participation in STEM+E competitions, enriching students' learning experiences and exposing them to cutting-edge technologies and innovation. Furthermore, strong partnerships with churches and Christian organizations play a crucial role in not only supporting the implementation of values education but also in the development of the school-based Personal, Social, and Spiritual Education (PSSE) curriculum.

We also actively involve alumni and parents to strengthen our school community. Alumni contribute through mentorship and job-shadowing programs, providing students with valuable career insights and real-world exposure. Parents play an essential role by participating in school functions and supporting various initiatives, fostering a strong sense of collaboration between the school and families.

In terms of resources, our school has a solid foundation of human and financial assets to support our development initiatives. We continuously seek new funding opportunities, such as applying for the **Quality Education Fund (QEF)**, CLP Grant and Life-wide Learning Grant in order to optimize our resource allocation and sustain long-term improvement efforts.

Our students' readiness for growth further enhances our school's capacity for improvement. By fostering a **growth mindset**, we encourage students to embrace challenges, learn from setbacks, and take ownership of their personal and academic growth. This mindset not only equips them to succeed academically but also prepares them to tackle life's challenges with resilience and determination.

In conclusion, our school demonstrates a strong capacity for continuous improvement and development. Through our collaborative SSE process, commitment to professional development, effective use of external resources, and a student-centered approach, we remain well-positioned to enhance learning and teaching for the benefit of our students. Our efforts ensure that we continue to foster a stimulating, inclusive, and supportive environment that promotes whole-person development and lifelong learning.

4.3.3 What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

Our school has identified two major concerns that will guide our efforts in the next school development cycle. These priorities focus on fostering students' whole-person development and nurturing their capacity for lifelong learning, ensuring they are equipped to meet future challenges with confidence and resilience.

The first major concern is to foster students to become keen learners who assume responsibility for their own learning, demonstrate curiosity towards knowledge outside the traditional classroom setting, and exhibit confidence and perseverance in pursuit of academic excellence. . This priority reflects our commitment to equipping students with the skills and attitudes needed for academic success and lifelong learning.

To achieve this, the school will adopt innovative and engaging approaches to teaching and learning. For example, we will incorporate challenging elements into assessments to inspire curiosity and creativity. Lesson design will be refined to promote student engagement and maintain their motivation in learning. This will involve a shift towards student-centered and collaborative learning activities, such as hands-on tasks that stimulate critical thinking, peer assessment, project learning, and cross-curricular projects. To bolster students' confidence in learning, emphasis will be placed on providing high-quality individualized feedback. This feedback will serve as a tool for students to engage in self-reflection and self-evaluation, enabling them to identify areas for improvement and celebrate their progress. Additionally, opportunities will be expanded for students to showcase their learning outcomes and achievements, fostering a sense of accomplishment that further motivates them to excel in their academic pursuits.

Technology will also play an integral role in empowering students as responsible digital citizens. By integrating IT into learning process and promoting STEM education, we aim to help students develop essential digital literacy skills and generic skills which are vital for their success as future leaders in an increasingly dynamic and technology-driven world.

The second major concern is to nurture students as positive thinkers by cultivating their holistic wellness, including physical, mental, and social well-being. This priority recognizes the intrinsic link between academic success and overall wellness. To promote physical well-being, students will be encouraged to adopt healthy lifestyles by engaging in regular exercise, maintaining a balanced diet, and prioritizing good sleep habits. Upgrading sports facilities and increasing opportunities for moderate to vigorous physical activity will play a crucial role in helping students stay active and healthy.

Mental well-being will be supported through the integration of self-compassion practices and the PERMA+H framework, which focuses on cultivating positivity, resilience, and emotional regulation. Students will participate in mindfulness activities and engagement-building programs that help them handle stress and develop a growth mindset. Socially, the school will offer diversified activities that strengthen peer relationships and encourage community building. By promoting moral and social acceptance in an inclusive environment, we aim to foster a culture of mutual respect, empathy, and collaboration.

In addition, the School will continue to adopt a multifaceted approach to promote Positive Education. Emphasis will be placed on helping students apply the growth mindset to their studies and daily life. This could involve workshops on goal setting, self-assessment and self-improvement. Ongoing efforts will also be made to further integrate Value Education, National Education and National Security Education into the curriculum, to foster informed, morally upright, and responsible citizens who appreciate Chinese culture and values.

By prioritizing these areas, the school will continue to meet the evolving needs of its students and empower them to succeed in a rapidly changing world. These initiatives will ensure students graduate as well-rounded individuals, equipped with the skills, values, and mindset to make meaningful contributions to society.

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 of priority are:

1. To foster students to be Keen Learners

- (i) To arouse students' interest in academic learning
- (ii) To further enhance students' confidence in academic learning

2. To nurture students to be Positive Thinkers

- (i) To encourage students to proactively take ownership of a healthy lifestyle
- (ii) To strengthen students' perseverance for challenges

6 School Development Plan (2023/24–2025/26)

Major Concern 1: To foster students to be Keen Learners

- (i) To arouse students' interest in academic learning
- (ii) To further enhance students' confidence in academic learning

Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
	Year 1 (2023/24)	Year 2 (2024/25)	Year 3 (2025/26)		
1.1 Students engage in the lesson (e.g. actively participate in class discussions, ask questions, and contribute their ideas).	✓	✓	✓	1.1.1 To enhance lesson design to promote student engagement (For example, learner-centred classrooms, student-led activities)	Generic Skills (Communication, Critical Thinking) Breadth of Knowledge
		✓	✓	1.1.2 To foster peer learning opportunities (in context-based learning) for students e.g. peer assessment, (cross-curricular) project learning	Generic Skills (Collaboration, Critical Thinking)
	✓	✓		1.1.3 To equip teachers with the capacity for designing diversified teaching strategies and differentiated assessment tasks	Breadth of Knowledge (Pedagogical content knowledge)
1.2 Students are curious about knowledge beyond the classroom.	✓	✓	✓	1.2.1 To promote reading across curriculum and extend learning experiences e.g. subject/ committee-based reading materials	Breadth of Knowledge Language Proficiency (Reading) National and Global Identity
		✓	✓	1.2.2 To offer choices and autonomy in students' learning (e.g. learning tasks/research based activities designed by the students)	Information Literacy (Research skills) Generic Skills (Self-management)
	✓	✓		1.2.3 To create a positive classroom environment that encourages students to ask questions.	Generic Skills (Critical Thinking)

Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
	Year 1 (2023/24)	Year 2 (2024/25)	Year 3 (2025/26)		
2.1 Students are confident to present their learning outcomes (To empower students to feel confident in showcasing their learning and sharing it with others.)	✓	✓	✓	2.1.1 To provide opportunities to showcase students' successes	Generic Skills (Positive Values) Generic Skills (Communication) Language Proficiency (Presentation skills)
		✓	✓	2.1.2 To enrich quality & individualized feedback on students' learning so as to enhance students' self-reflection and self-evaluation	Generic Skills (Metacognition/Self-management)
	✓	✓		2.1.3 To equip teachers with the mindset and strategies to embrace learner diversity and stretch students' potential to the fullest	Breadth of Knowledge (Differentiated instruction)
2.2 Students embrace challenges and strive for academic success		✓	✓	2.2.1 To strengthen students' learning with a variety of effective study skills e.g. project learning skills, exam skills, critical thinking skills, problem solving skills	Generic Skills (Critical Thinking, Problem Solving) Information Literacy (Project learning)
	✓	✓		2.2.2 To continue to enhance teachers' assessment literacy (design suitable assessment papers or task-based and problem-based assignments)	Breadth of Knowledge (Assessment standards)

Major Concern 2: To nurture students to be Positive Thinkers

- (i) To encourage students to proactively take ownership of a healthy lifestyle
- (ii) To strengthen students' perseverance for challenges

Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
	Year 1 (2023/24)	Year 2 (2024/25)	Year 3 (2025/26)		
2.1 Students have a better awareness of their well-being.	✓	✓	✓	2.1.1 To increase students' awareness of the importance of establishing a healthy lifestyle.	Healthy Lifestyle
	✓	✓		2.1.2 Strengthen the school's pastoral care services to bolster both teacher-student and peer-to-peer relationships.	Healthy Lifestyle Generic Skills (Collaboration & Communication)
		✓	✓	2.1.3 Increase student awareness of mental health, and equip them with effective stress management techniques.	Healthy Lifestyle
2.2 Students adopt and consistently practice positive habits and a healthy lifestyle.	✓	✓	✓	2.2.1 To promote positive habits and healthy lifestyles.	Healthy Lifestyle Life Planning
		✓	✓	2.2.2 Foster a collaborative effort among students, teachers, parents, and partners to promote a healthier lifestyle for all.	Healthy Lifestyle Generic Skills (Collaboration)
2.3 Students exhibit self-motivation and persistence in pursuit of their goals.		✓	✓	2.3.1 Guide students in setting, pursuing, and reassessing their personal goals.	Life Planning Generic Skills (Self-management)
	✓	✓	✓	2.3.2 Celebrate student perseverance and initiative, recognizing these qualities publicly.	Generic Skills (Positive Values & Attitudes)