



基督教宣道會宣基中學

Christian & Missionary Alliance Sun Kei Secondary School

School Development Plan 2024-2027

Table of Content

Content	Pages
1. Our School	2
2. Holistic Review	
(a) Effectiveness of the previous School Development Plan (2021-2024)	3 – 9
(b) School self-evaluation	10 – 14
(c) How Can My School Be Better	15 – 16
3. School Development Plan (2024-2027)	
1. Major Concern 1: Enhance students’ self-efficacy; Inspire students to pursue excellence in learning	17 – 18
2. Major Concern 2: Cultivate a growth mindset; Strengthen students’ core competencies to navigate future challenges	19 – 20

School Mission

Our school is a government subsidised secondary grammar school founded by Christian & Missionary Alliance Church Union of Hong Kong and was officially opened in September, 1999. We exalt biblical truth, and act on Christian benevolent spirit. With the responsibility to proclaim Christian truth, and a macro view of international perspective, we gaze at the broad education universe and practice high quality whole person education. We are dedicated to groom students to have a balanced development in ‘Spiritual, Moral, Intellectual, Social, Physical and Aesthetic’ Education, so that they can utilise their potential and be equipped with ability and high moral to pursue excellence and make contribution to society.

School Motto

‘Trust in the LORD with all your heart and lean not on your own understanding; in all your ways acknowledge Him, and He will make your paths straight.’ (Proverbs 3:5-6)

School Vision

- An Arena for Proclaiming Christ
- An Institution to Develop Human Potentials
- A Cradle of Leaders

Holistic Review

a. Effectiveness of the previous School Development Plan (2021-2024)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1. To promote deep learning and to nurture self-motivated learners.			
1.1 <u>Implementing the ideas of deep learning</u>			
1.1.1 To formulate a “Model of Learning”	Fully achieved	Incorporated as routine work	
1.1.2 To develop the resource package with research-based teaching strategies to teachers	Fully achieved	Incorporated as routine work	
1.1.3 To apply different strategies to promote deep learning	Fully achieved	Incorporated as routine work	
<p>By the work of the Curriculum and Instructional Leadership Team (CILT), the “Model of Learning” was successfully formulated and introduced to all teachers during the staff meeting. The resource package for teachers was successfully developed with research-based teaching strategies. The learning package for students was developed. Subject teachers incorporated various means to enhance interactivity within the classroom and equip students with deep learning. For example, learning activities like Think/Pair/Share, Jig-saw Learning, Case Studies to increase students’ engagement and participation.</p>			
1.2 <u>Enhancing students deep learning skills and to become a self-motivated learner</u>			
1.2.1 To introduce the idea of the “Model of Learning”	Fully achieved	Incorporated as routine work	
1.2.2 To establish students’ goal setting habit	Fully achieved	Incorporated as routine work	
1.2.3 To get students into a habit of self-reflection	Fully achieved	Incorporated as routine work	
1.2.4 To develop self-management learning habit	Fully achieved	Incorporated as routine work	
1.2.5 To enhance students’ lesson preparation habit	Fully achieved	Incorporated as routine work	
1.2.6 To conduct data analysis on students’ learning performance	Fully achieved	Incorporated as routine work	

Project-based learning (PBL) is a well-established pedagogical approach in our school that provides our students with opportunities for deep learning. We have observed that students experience unique learning processes, such as teamwork, problem-solving, information gathering, time management, information synthesis, utilization of IT tools, and presentation skills during their involvement in PBL.

At the school level, the results of internal and external examinations were analysed and used to identify students with learning difficulties as early as possible. The statistical reports were useful for teachers to evaluate the effectiveness of their teaching. Students could also use the Statement of Predicted Levels and Cross Assessment Analysis to study their strength and weakness.

1.3 Promoting deep learning by creating an English-rich environment

1.3.1	To enrich students' learning experiences and broaden their exposure	Fully achieved	Incorporated as routine work
1.3.2	To offer a great variety of learning opportunities beyond the classroom	Fully achieved	Incorporated as routine work
1.3.3	To collaborate with Project Learning in S2 curriculum and facilitate students' learning in report writing	Fully achieved	Incorporated as routine work

The English Department fostered a proactive learning culture through various initiatives. Each S1 to S4 class had a mini-library with at least twenty books, and students from S1 to S5 received magazine subscriptions bi-monthly. Teachers shared strategies to promote reading. Additionally, the department offered diverse learning opportunities, with the English Society (EngSoc) organizing activities like English Week and a Drama Competition, and publishing nine newsletters. Weekly English Morning Assemblies engaged students, culminating in solo performances. The Oxford Study Tour provided students with enriching experiences, including English lessons and cultural immersion, significantly enhancing their academic growth.

1.4 Promoting deep learning through STEAM education and e-Learning

1.4.1	To offer platforms for students to showcase their learning outcomes that involve deep and transfer learning	Fully achieved	Incorporated as routine work
1.4.2	To implement and take part in cross-curricular STEAM activities / projects	Fully achieved	Incorporated as routine work
1.4.3	To enrich the environment for applying Deep Learning to students	Fully achieved	Incorporated as routine work

A Science Innovation Center and a Coding Room were equipped with computer facilities and AI apparatus to support group or individual learning. Interactive whiteboards were installed in most of the classrooms. The new facilities did not only enhance teaching effectiveness, also enabled students to be self-motivated learners and encouraged them to take more initiative in their learning. A variety of e-learning strategies were adopted by various departments. Some departments utilised Kahoot, Quizlet, Pear Deck to enhance interaction and students' motivation during lessons; while Google Forms were used to gauge and monitor the learning progress of students. The use of Google Classroom to provide students with additional resources and the introduction of e-assessment were common strategies adopted by many departments. The feedback was encouraging. Most students agreed that the materials provided were useful to their learning.

1.5 Providing students with multi-dimensional and diversified reading experience to enhance the deep reading

1.5.1	To collaborate with Chinese and English Department to organise “Battle of the Books”	Fully achieved	Incorporated as routine work
1.5.2	To collaborate with Chinese Department to organise “Book Club” activity	Fully achieved	Incorporated as routine work
1.5.3	To collaborate with English Department to organise “Audio Book” activity	Fully achieved	Incorporated as routine work

The Library continued its mission to foster good reading habits among students, promoting extensive reading like the Book Talk and Book Fair. Interesting activities, such as Reading Ted Talks and Reading KOL, were held. The Library expanded its online resources, adding approximately 800 e-books for convenient access. Collaborating with various departments, the Library aims to enhance the reading environment. Surveys indicated that about 81.4% of students read outside class, supported by positive feedback from parents and teachers. A “living library” Book Talk featured teachers role-playing as famous authors, encouraging engaging discussions.

1.6 Empowering teachers with professionalism in implement teaching ideas regarding deep learning

1.6.1	To implement the Professional Learning Community Session	Fully achieved	Incorporated as routine work
1.6.2	To encourage reflection of all teachers using the Key Performance Indicators (KPI)	Fully achieved	Incorporated as routine work
1.6.3	To share the good practices among teachers	Fully achieved	Incorporated as routine work

<p>1.6.4 To conduct Lesson Observation to see how deep learning skills are put into practice</p> <p>Over the three year, over 60 meetings for core subjects and 15 for elective subjects were held during the Professional Learning Community (PLC) sessions. Teachers engaged in sharing sessions, submitted self-reflections, and participated in open classroom activities with post-observation discussions. Key Performance Indicators (KPIs) were implemented to enhance teaching effectiveness, with teachers reporting increased student engagement and inquiry. Staff development sessions received positive feedback, focusing on deep learning and AI strategies. The Online Learning Hub was updated, leading to improved assignment quality and student preparation. Professional exchanges with different secondary schools further enriched pedagogical practices.</p>	Fully achieved	Incorporated as routine work
<p>2. To empower our students with a positive and compassionate mindset; to inspire students with a sense of respect and responsibility towards society, our nation and the world.</p>		
<p>2.1. <u>Developing students with a positive and compassionate mindset, to inspire students with a sense of respect</u></p>		
<p>2.1.1 To organise Moral Education Day in the context of developing students with a positive and compassionate mindset, to inspire students with a sense of respect</p>	Fully achieved	Incorporated as routine work
<p>2.1.2 To organise activities to develop students with a positive and compassionate mindset, to inspire students with a sense of respect</p>	Fully achieved	Incorporated as routine work
<p>The Student Quality Nurturing Committee aimed to enhance students' character and promote positive attitudes through Moral Education Day and related activities. The successful "Moral Education Day" has been held each September over the past three years, featuring three assemblies focused on fostering a positive and compassionate mindset. Activities included class teacher periods and a whole-school event promoting compassion, with students reporting meaningful applications of this concept. Movie appreciation activities conveyed positive messages, encouraging students to adopt a constructive lifestyle. Our school participated in the 5th Outstanding Teaching Award for Moral Education, winning a Certificate of Merit for our theme "Empathy."</p>		
<p>2.2 <u>Improving the main experiential activities of each form to foster students' positive value and affective</u></p>		
<p>2.2.1 To organise different experiential activities to foster students' positive value and affective characteristics in different growth stages</p>	Fully achieved	Incorporated as routine work

<p>2.2.2 To organise value and affective education activities in class teachers periods and assembly</p> <p>Various experiential activities were organised to cultivate positive values and emotional growth among students. S1 students engaged in rock climbing and wrote letters to their future selves, promoting goal-setting. S2 students attended a session led by an NGO to understand the challenges faced by the elderly, performing admirably. The "Warzone 90" activity for S3 students saw over 90% participation, emphasizing humanitarianism during wartime. S4 students participated in a day camp promoting unity, while S5 students learned stress relief techniques in a workshop. S6 students completed a "Career Interest Inventory," aiding in their JUPAS choices. The Student Support Day, held annually in November, allows teachers to understand students' aspirations and challenges.</p>	Fully achieved	Incorporated as routine work
<p>2.3. <u>Nurturing positive and proactive leaders with goals and view</u></p>		
<p>2.3.1 To organise and promote intramural events including Academic and Life Planning, Student Quality Management, Moral, Civic and National Education, Student Support and Administration of Extra-curricular Activities</p>	Fully achieved	Incorporated as routine work
<p>2.3.2 To organise Sun Kei forum</p>	Fully achieved	Incorporated as routine work
<p>2.3.3 To organise activities related to academic and life planning</p>	Fully achieved	Incorporated as routine work
<p>2.3.4 To organise activities for promoting Arts Education and other learning experiences</p>	Fully achieved	Incorporated as routine work
<p>The Sun Kei Anniversary Celebration was a success, organised by All-round Leaders and the Student Council, where teachers and students reflected on the school's mission and expressed gratitude to God. In the annual Student of the Year Awards, several students were recognised as top outstanding students. The school also participated in the New Territories election every year and received awards in the Sai Kung Outstanding Youth Commendation Scheme, including the Best School Team Award in the Sai Kung District Outstanding Students Election. Additionally, intramural events were organised, including Academic and Life Planning, Arts Education activities, and the Sun Kei forum to enhance student experiences.</p>		
<p>2.4 <u>Building up positive values like self-confident, caring for others and commitment by promoting "Service Learning"</u></p>		
<p>2.4.1 To encourage S1-S5 students to participate both on and off campus volunteer service</p>	Fully achieved	Incorporated as routine work

<p>2.4.2 To participate the 4C Youth Volunteer Leadership Programme (S3-S5 students)</p> <p>Service learning at our school combined volunteer activities to benefit both recipients and providers. Students engaged in initiatives like Girls Guides, Boys Scouts, and the Red Cross Youth Unit, volunteering at places such as Kelly Animal Shelter and participating in Orbis fundraising campaigns. The Student Council promoted a vibrant student life, enhancing belonging within the Sun Kei community. Every year, students logged over 3,000 hours of volunteer service, including the 4C Youth Volunteer Leadership Programme. Programs like the “Jockey Club Community Care” and “Paddy in Our School” fostered social awareness, while the “Community Tour Guide@TKO” initiative strengthened connections with the local area.</p>	Fully achieved	Incorporated as routine work
<p>2.5 <u>Promoting an I.E. (Invitational Education) Environment by the whole school</u></p>		
<p>2.5.1 To organise I.E. activities</p> <p>2.5.2 To promote I.E. atmosphere</p>	Fully achieved	Incorporated as routine work
<p>An inclusive environment continued to thrive at our school, with visual cues featuring positive messages placed throughout the campus. Classes selected their own life quotes and Bible verses for board designs, reinforcing positive thinking. The All-Round Leaders prepared a Welcome Back Video and morning assembly, fostering appreciation among students for their teachers and staff. During the Mid-Autumn Festival and Christmas, the Principal and staff celebrated with students, enhancing the festive atmosphere. Various I.E. activities, including classroom design and Thanksgiving events, promoted a supportive atmosphere. The PTA's Teacher Appreciation Programme further strengthened bonds, expressing gratitude and mutual support among parents, teachers, and students.</p>		
<p>2.6 <u>Exploring a sense of responsibility towards society filling citizen’s responsibility through routine and special civic activities</u></p>		
<p>2.6.1 To organise National Flag Hoisting Ceremony & National Anthem Playing and Singing in Morning Assembly and Students Sharing: Promote National Education and develop students’ national consciousness</p>	Fully achieved	Incorporated as routine work
<p>2.6.2 To participate in national security education activities and competitions</p>	Fully achieved	Incorporated as routine work

<p>2.6.3 To organise seminar to enhance the knowledge on national conditions</p> <p>2.6.4 To organise Sun Kei Forum: Let students concern themselves with and understand Hong Kong issues & development situation so as to enhance their sense of citizenship</p> <p>2.6.5 To participate in Citizenship Education activities and competitions</p> <p>2.6.6 To organise Class Teacher Lesson Activities to educate national security and civic learning.</p>	<p>Fully achieved</p> <p>Fully achieved</p> <p>Fully achieved</p> <p>Fully achieved</p>	<p>Incorporated as routine work</p> <p>Incorporated as routine work</p> <p>Incorporated as routine work</p> <p>Incorporated as routine work</p>	
<p>Civic education was integrated into both formal and informal curricula, emphasizing roles and responsibilities towards peers, families, and the community while fostering national identity. The Moral and Civic Education Team organised three Sun Kei Forums every year addressing current issues, with over 80% participation from S1 and S2 students. Weekly flag-raising ceremonies and special events reinforced national identity. Students engaged in quiz competitions on National Constitution Day and National Security Day, enhancing their understanding of national development. Additionally, a Sinology knowledge competition promoted Chinese culture, while a study tour to Nansha and a cultural exchange program enriched students' experiences in the Greater Bay Area.</p>			
<p>2.7 <u>Implementing the curriculum framework of National Security Education</u></p>			
<p>2.7.1 To include the learning elements covered in the curriculum framework into the formal curriculum of relevant subjects</p> <p>2.7.2 To ensure the teaching material is appropriate chosen according to the guideline of the curriculum framework</p>	<p>Fully achieved</p> <p>Fully achieved</p>	<p>Incorporated as routine work</p> <p>Incorporated as routine work</p>	
<p>The school regularly reviewed classroom teaching and resources to ensure alignment with the “Curriculum Framework of National Security Education in Hong Kong.” This framework guided the implementation of national security education through lesson observations, book inspections, and internal meetings. Subjects like Chinese History and Citizenship and Social Development integrated national security concepts, enhancing students' understanding of the rule of law and national identity. During the Subject Heads meetings, the Vice Principal emphasised the importance of adhering to the framework and provided checklists for compliance. All learning objectives were incorporated into the teaching schedule, with relevant activities documented for at least two academic years for accountability.</p>			

b. 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.

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

Reflections		Areas need to be strengthened
Overview of students' performance in achieving the seven learning goals		
PI Areas:		
Domain II: Learning and Teaching	3.2 Curriculum Implementation 4.1 Learning Process 4.2 Learning Performance	<ul style="list-style-type: none"> ✓ The insights derived from the Bible assist students in constructing justifiable values and morals, while also illuminating their goals and orientations in life. Our school offers Religious Studies lessons, Sun Oi Wonderland assemblies, a Spiritual Team, Gospel Week, prayer meetings, and community service initiatives to foster students' spiritual growth and actively engage in evangelistic missions. This approach motivates students to persevere and experience a fulfilling life, exemplifying two of the seven learning goals: breadth of knowledge and life planning. ✓ We provide an updated, comprehensive, and balanced curriculum designed to meet students' interests, needs, and abilities. Teachers systematically monitor the implementation of this curriculum by utilizing data related to student learning and teacher instruction, as well as evaluation data from both internal assessments and public examinations. ✓ Specialised rooms have been designated for both the Chinese and English Departments to facilitate language activities and to support teachers in promoting STEAM education, thereby enhancing language proficiency. ✓ E-learning is strategically integrated at various levels within the curriculum and across all subjects. The school implements blended learning, which combines the advantages of face-to-face instruction with online technological tools, thereby addressing information literacy. ✓ Our school has established a strong track record in promoting STEAM education in recent years, receiving robust support from <ul style="list-style-type: none"> • The extended period of online mode learning, coupled with the pandemic, has adversely affected students' academic performance, motivation, and learning habits. Our school has intensified our efforts to assist students in re-establishing a consistent daily routine and reinforcing their foundational skills and knowledge, and this commitment will persist. • In addition to fostering students' motivation and learning habits, there is a crucial need to promote healthy lifestyles for their

		<p>universities and professional organizations in Hong Kong.</p> <ul style="list-style-type: none"> ✓ The promotion of a reading culture has proven highly effective, with the teacher librarian collaborating closely with subject panels to support reading across the curriculum and offering a variety of engaging reading activities. ✓ Students exhibit interest and attentiveness in class, actively participating in lesson activities while maintaining sustained motivation. ✓ Introductory classes in Japanese and other languages are offered to interested students after school or on weekends. ✓ The entire learning process and performance provide evidence of achievement in the learning goals related to national and global identity, generic skills, and a healthy lifestyle. 	<p>overall well-being in the years to come.</p> <ul style="list-style-type: none"> • Furthermore, our school will continue to guide students in becoming informed and responsible citizens, instilling a sense of national and global identity, as well as an appreciation for moral values and attitudes, alongside an understanding of Chinese culture and national security.
Domain IV: Student Performance	7.1 Affective Development and Attitude 8.1 Academic Performance 8.2 Non-academic Performance	<ul style="list-style-type: none"> ✓ Students are motivated, friendly, cooperative, and caring. They exhibit enthusiasm for learning and are receptive to teachers' guidance and advice. Peer relationships among students are harmonious. ✓ Student leaders demonstrate responsibility and confidence in fulfilling their duties. They exhibit strong leadership qualities in organizing activities for their peers and delivering school programs. Senior students are particularly eager to serve and take good care of their fellow classmates. ✓ Compared to schools with similar S1 intakes, the school has performed well in the HKDSE examinations over the past few years. In 2024, 87% of students met the 332A2 entrance requirement for university degree programs, and 90% received degree offers through JUPAS, significantly surpassing the territory averages. ✓ Students actively participate in a wide range of local and international academic, aesthetic, sports, music, and service activities. ✓ In recent years, students have excelled in various international competitions and learning programmes. In 2023-2024, 1 S6 student participated as a recognised NGO observer in the 28th United 	

		Nations Climate Change Conference (COP28) in Dubai, showcasing a commitment to sustainable development, 5 students participated in the “First Tech Challenge Asia Pacific Open Championship 2024” in Sydney, achieving the “Think Award”, the Wind Band attaining the Gold Award at the Singapore Raffles International Music Festival and the Woodwind Quartet Team attaining the Elite Award at the Singapore Raffles International Music Festival.	
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◆ How good is my school in enriching students’ learning experiences for their whole-person development and lifelong learning?

Reflections Overview of our work and effectiveness in enriching students’ learning experiences		Areas need to be strengthened
PI Areas:		<ul style="list-style-type: none"> • More learning opportunities should be provided to cultivate students' potential and skills beyond the formal curriculum. • The school will continue to strengthen connections with other institutions and sister schools through professional dialogue and exchanges aimed at capacity building and pedagogical development among teachers. • Students need to be better equipped with skills to manage stress and develop resilience
Domain II: Learning and Teaching	3.1 Curriculum Organisation <ul style="list-style-type: none"> ✓ Curriculum leadership and management exhibit a high level of professionalism. Subject departments effectively utilise the Professional Learning Community (PLC) sharing platforms to engage in purposeful professional exchanges on a regular basis. ✓ The school effectively employs assessment data to evaluate various aspects of both teachers’ instruction and students’ learning. 	
Domain III: School Ethos and Student Support	5.1 Support for Student Development <ul style="list-style-type: none"> ✓ A systematic policy on student development has been established to promote balanced growth among students and to cultivate a caring and supportive learning environment. ✓ The school actively fosters students' positive values and skills, including self-confidence, perseverance, adaptability, flexibility, honesty, innovation, collaboration, leadership, integrity, benevolence, politeness, initiative, problem-solving, responsibility, and appreciation. This is achieved through a structured whole-school program, leadership training, and religious functions. ✓ The overall planning of student support and learning opportunities is guided by the school’s commitment to nurturing all students as future leaders who will serve both our country and the world. ✓ Various functional teams and student support schemes assist 	

		<p>students in identifying their needs at an early stage. Additionally, two social workers and a psychologist are available to provide support for individual student needs.</p> <ul style="list-style-type: none"> ✓ The school offers a range of extracurricular activities designed to broaden students' learning horizons. ✓ Our school proudly celebrates its 15th win of the Best School Team Award at the Sai Kung District Outstanding Students Election, underscoring our long-standing tradition of excellence. This remarkable milestone highlights our consistent success in nurturing student leaders. 	<p>in the face of challenges and hardships.</p> <ul style="list-style-type: none"> • There is a need to further enhance students' resilience, emotional well-being, and mental health.
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◆ How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

Reflections Overview of our performance in leading continuous improvement and development		Areas need to be strengthened
PI Areas:		
Domain I: Management and Organisation	1.1 Planning 2.1 Leadership and Monitoring 2.2 Collaboration and Support 2.3 Professional Development	<ul style="list-style-type: none"> ✓ The School Incorporated Management Committee comprises members with extensive experience and professional expertise across various fields. As stakeholders of the school, they possess a deep understanding of its operations and have a clear vision for its development, providing robust support. They place their trust in the Principal and recognise the significant achievements made in various aspects of the school under his exemplary leadership. ✓ The Principal is visionary, dynamic, insightful, and deeply committed. He has established strong networks within the education sector and possesses a thorough understanding of the latest educational trends in Hong Kong. Principal serves as a role model for both teachers and students through his passion for continuous learning. ✓ There is a high degree of transparency in the formulation of school policies and the identification of major concerns. Teachers are encouraged to express their views through various channels, fostering a strong consensus regarding the direction of the
		<ul style="list-style-type: none"> • The school's organizational structure has been reviewed and now comprises three vice principals leading on teaching and learning, student development and administration and external relations. • Under the new management framework, the professional development of mid-level managers can be further enhanced to

			<p>school's development.</p> <ul style="list-style-type: none"> ✓ The committee heads and subject heads consistently demonstrate a high level of professionalism, showcasing their competence in achieving the school's mission and addressing key concerns. ✓ The perspectives of various stakeholders are collected annually through multiple channels and professional dialogue. A culture of self-evaluation and collaboration has been cultivated to enhance both school development and teaching practices. Teachers' professionalism is continually strengthened through structured training, collaborative teaching, classroom visitation, and exchange programs. ✓ Effective communication exists between the school and parents. A diverse array of educational activities and parent talks is organised to enhance home-school cooperation and equip parents with the knowledge and skills necessary to support their children's education. ✓ The school has established partnerships with various external organizations, including sister schools and tertiary institutions, to further its mission of nurturing academic competence, developing national education, and promoting a global mindset. 	<p>empower them to assume leadership roles. This enables mid-level managers to articulate school policies and the rationale behind decision-making to teachers.</p> <ul style="list-style-type: none"> ● Additionally, a school-based New Teacher Program should continue to be conducted to facilitate capacity building.
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c. How Can My School Be Better

Building on the reflection in the previous part (b), our school further considers how we can do better in helping students achieve the seven learning goals based on students' needs and the school's capacity for continuous improvement and development when setting out development priorities.

◆ What are my students' needs?

To foster a pursuit of excellence in learning, characterised by self-efficacy and a growth mindset, students are encouraged to:

- (i) establish learning goals and plans;
- (ii) formulate questions and propose topics for inquiry;
- (iii) collaborate with peers;
- (iv) contribute to the design of learning activities or tasks;
- (v) identify and utilise appropriate resources and strategies to support their learning and complete tasks;
- (vi) connect and apply knowledge and skills in various real-life contexts;
- (vii) evaluate and recommend improvements for the effectiveness of the learning resources and strategies employed; and
- (viii) review and reflect on their learning experiences.

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

- ✓ Our school demonstrates a robust capacity for continuous improvement and development, anchored in our commitment to fostering seven key learning goals: national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and a healthy lifestyle.
- ✓ By enriching students' learning experiences through diverse curricula and extracurricular activities, we empower them to develop a well-rounded identity and skill set. Our dedicated teaching staff, equipped with professional expertise and a shared vision, collaborate effectively to enhance instructional practices and student outcomes.
- ✓ Furthermore, strong support from parents and the community, combined with adequate human and financial resources, enables us to implement innovative strategies for improvement.

- ✓ While we celebrate our achievements, we also recognise areas for growth, such as enhancing our School Self-Evaluation (SSE) effectiveness and fostering greater consensus among staff. By continually reflecting on our strengths and challenges, we are poised to strengthen our professional leadership and further enhance our capacity for improvement, ultimately promoting the effectiveness of learning and teaching within our school community.

- ◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?
 - ✓ The development priorities of our school for enhancing the whole-person development and lifelong learning of our students are centered on optimizing our capacity to address students' diverse needs while fostering a comprehensive educational experience.
 - ✓ We aim to cultivate national and global identity, promote breadth of knowledge, and enhance language proficiency, ensuring that students acquire the generic skills and information literacy necessary for success in an interconnected world.
 - ✓ Additionally, we prioritise life planning and the promotion of a healthy lifestyle as integral components of our curriculum.
 - ✓ In the next school development cycle, our key focuses will be on fostering self-efficacy and a growth mindset among students, empowering them to embrace challenges and view setbacks as opportunities for growth.
 - ✓ We will also strengthen collaborative approaches among teaching staff to enhance instructional effectiveness, increase parental engagement to support student development, and implement targeted professional development initiatives.
 - ✓ By consolidating these efforts, we aspire to create an enriching environment that not only meets the immediate educational needs of our students but also equips them for lifelong learning and holistic personal development.

2024-2027 Major Concerns

1. Enhance students' self-efficacy; Inspire students to pursue excellence in learning
2. Cultivate a growth mindset; Strengthen students' core competencies to navigate future challenges.

School Development Plan (2024-2027)

First Major Concern: Enhance students' self-efficacy; Inspire students to pursue excellence in learning

Targets	Time Scale			Outline of Strategies	Seven Learning Goals
	24/25	25/26	26/27		
1.1 Focus on developing teachers' efficacy by keeping abreast of educational trends, fostering innovation, and committing to continuous professional development	✓	✓	✓	(a) Introduce self-efficacy concepts (24/25 only) (b) Conduct Professional Learning Community sessions (c) Provide public lesson demonstrations (d) Maintain a resource bank (e) Conduct homework inspections and lesson observations	<ul style="list-style-type: none"> • National and global identity • Breadth of knowledge • Language proficiency • Generic skills • Information literacy • Life planning • Healthy lifestyle
1.2 Encourage goal setting, build efficacy beliefs through active task engagement and cultivate a culture of constructive feedback	✓			(a) Establish goal-setting habits (b) Offer a variety of subject-specific learning experiences (Task engagement) (c) Promote self-reflection and feedback	<ul style="list-style-type: none"> • National and global identity • Breadth of knowledge • Language proficiency • Generic skills • Information literacy • Life planning • Healthy lifestyle

<p>1.3 Enhancing self-efficacy through fostering mastery experiences, facilitating peer learning, and using self-assessment</p>		✓		<p>(a) Foster mastery experiences and highlight role models (b) Facilitate peer learning and encourage collaborative projects (c) Implement self-assessment and develop personalised learning plans</p>	<ul style="list-style-type: none"> • National and global identity • Breadth of knowledge • Language proficiency • Generic skills • Information literacy • Life planning • Healthy lifestyle
<p>1.4 Affirming students' identities as learners through enhancing social support, encouraging social-communicative engagement, and providing responsive coaching to inspire students to pursue excellence in learning</p>			✓	<p>(a) Empower informed decision-making and set high expectations (b) Celebrate achievement and utilise positive reinforcement (c) Provide access to mentorship programs, additional resources and technology tools (d) Integrate real-world applications</p>	<ul style="list-style-type: none"> • National and global identity • Breadth of knowledge • Language proficiency • Generic skills • Information literacy • Life planning • Healthy lifestyle

Second Major Concern: Cultivate a growth mindset; Strengthen students' core competencies to navigate future challenges

Targets	Time Scale			Outline of Strategies	Seven Learning Goals
	24/25	25/26	26/27		
2.1 Cultivate a growth mindset in stakeholders	✓	✓	✓	(a) Organise Moral Education Day in the context of developing a growth mindset in students (b) Conduct morning assemblies and assemblies to develop a growth mindset in students (c) Lead the student leaders to organise activities (d) Promote positive values and well-being of students through various programs and activities (e) Enhance teachers training so that they can understand the needs of students and provide related support (f) Conduct Student Support Day to help students understand their growth needs	<ul style="list-style-type: none"> • National and global identity • Breadth of knowledge • Language proficiency • Generic skills • Information literacy • Life planning • Healthy lifestyle
2.2 Develop a growth mindset in school	✓			(a) Organise different experiential activities to foster students' growth mindset and affective characteristics in different growth stages (b) Implement activities based on the theme of “Grow Your Mind” (c) Join the “Jockey Club Embrace Life Series 2.0 – School Support Scheme” which is launched by St. James’ Settlement (d) Conduct parents’ talks to introduce the growth mindset (e) Set up “Chill Room” for mental health concerns (f) Cultivate students as mental health ambassadors	<ul style="list-style-type: none"> • National and global identity • Breadth of knowledge • Language proficiency • Generic skills • Information literacy • Life planning • Healthy lifestyle

2.3 Strengthen students' core competencies to navigate future challenges	✓	✓	✓	<p>(a) Implement the Civic and National Education</p> <p>(b) Provide experiential-learning opportunities for students within and outside the school</p> <p>(c) Cooperate with KLAs to organise overseas study tours</p> <p>(d) Implement activities based on the theme of "Grow Strong, Go Beyond"</p> <p>(e) Inspire teachers to reflect on how to strengthen students' core competencies</p> <p>(f) Conduct parents' talks in the context of preparing their children for the future challenges</p>	<ul style="list-style-type: none"> • National and global identity • Breadth of knowledge • Language proficiency • Generic skills • Information literacy • Life planning • Healthy lifestyle
2.4 Implement a growth mindset		✓		<p>(a) Implement activities based on the theme of "Glow Up Your Life"</p> <p>(b) Encourage students to participate in the volunteer service and competition organised by outside organizations</p> <p>(c) Establish new societies and inherit academic-related society/club in different academic subjects (KLA)</p> <p>(d) Appreciate students' achievements</p>	<ul style="list-style-type: none"> • National and global identity • Breadth of knowledge • Language proficiency • Generic skills • Information literacy • Life planning • Healthy lifestyle