



Queen Elizabeth School

School Development Plan

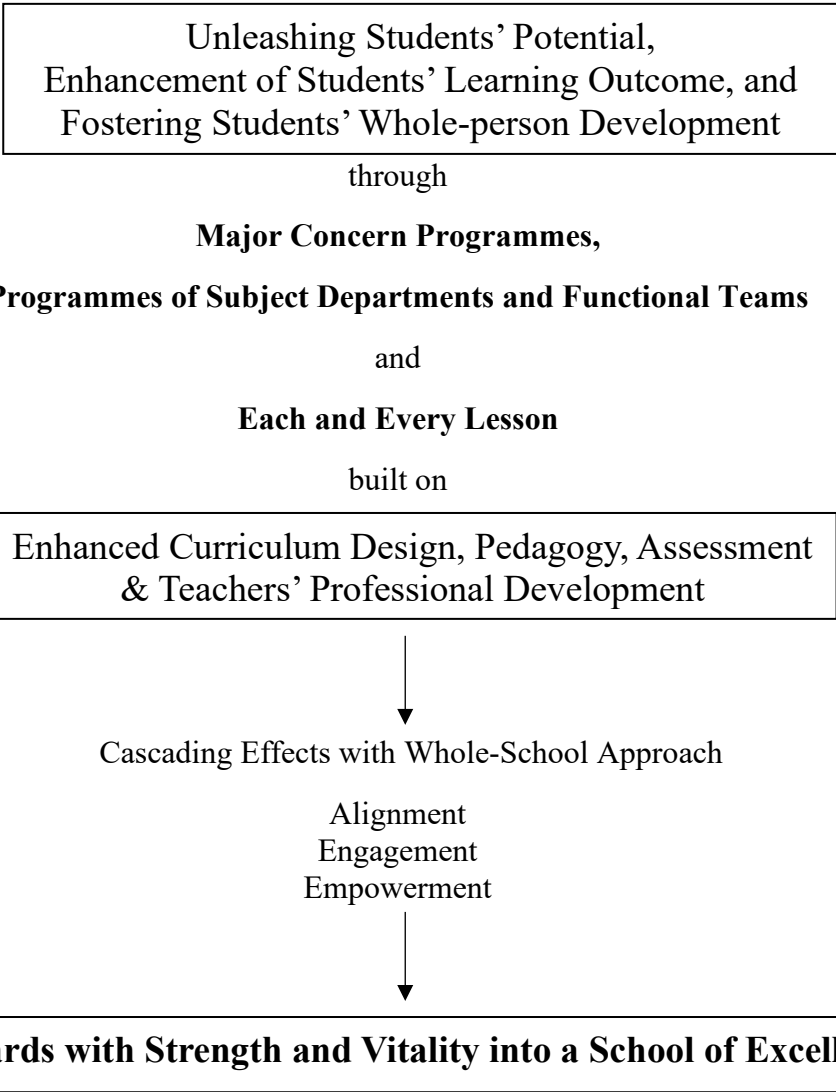
2024/25 - 2026/27

Queen Elizabeth School

1. School Vision and Mission

Our mission is to provide an all-round education to promote the moral, intellectual, physical, social and aesthetic development of students. Through a well-balanced curriculum and a positive learning environment, we offer students opportunities for realizing their potential to the full and growing in a sense of self-discipline, civic responsibility, concern and respect for others as well as commitment to the common good in their service to home, country and humanity.

2. School Goals



3. School Motto

Vos Parate Ut Serviatis – Prepare yourselves that you may serve

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24¹

Major Concern 1:

To strengthen students' self-directed learning capacity and teachers' professional development

Major Concern and target	Extent of the target achieved	Follow-up action(s)
1.1 To enhance students' learning effectiveness through different learning modes and arrangements	Mostly achieved	<ul style="list-style-type: none"> ✧ Diversified teaching methods including online courses, blended learning, project-based learning, etc., with continuous evaluation and optimization, to cater to the various learning styles and needs of students will be incorporated as routine work. ✧ Adjust classroom organization by adopting flexible arrangements such as group collaboration and individual guidance, to promote active student participation and interactive exchange, thus enhancing their confidence and motivation will be targeted in the next cycle. ✧ Regularly evaluate the learning outcomes and adjust learning goals based on the feedback to cultivate students' confidence and acquire self-directed learning skills in the next cycle.
1.2 To enhance curriculum flexibility and integration with life-wide learning experiences to cater for students' diverse learning and development needs	Mostly achieved	<ul style="list-style-type: none"> ✧ Empower teachers to adopt innovative pedagogical approaches, such as flipped classrooms, project-based learning, and design thinking that promote active student engagement and ownership of the learning process. ✧ Integrate global perspectives by incorporating more experiential and cross-disciplinary learning opportunities, such as internships, community service, and project-based learning, to connect classroom knowledge with real-world applications will be a target in the next cycle. ✧ Develop integrated STEAM curricula that emphasize the interconnectedness of various disciplines, encouraging students to apply their knowledge in solving real-world problems and fostering their critical thinking and problem-solving abilities will be incorporated as routine work

¹ At the end of a school development cycle, schools should conduct a holistic review of the overall performance in implementing the SDP. The following points should be considered when conducting the review: (1) The effectiveness of the SDP should be evaluated with reference to the targets and the corresponding success criteria set; (2) Schools should report on the extent of achievement against the targets and deliberate on the reasons for the level of achievement; and (3) Schools should decide how individual major concerns are to be followed up if the targets are not fully achieved. They should consider revising the major concerns with enhanced implementation strategies. For major concerns with targets fully achieved, schools may incorporate them in their routine work or think of further development for the next school development cycle. For details, please refer to paragraph 3.3.1(a) of the related compilation guidelines.

Major Concern 2:**To nurture students to be responsible leaders with positive values, healthy lifestyle and global perspective**

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
2.1 To cultivate students' positive values and attitudes through a holistic and balanced curriculum	Fully achieved	<ul style="list-style-type: none"> ✧ As both teachers and students benefit from the multidisciplinary curriculum and programs supported by institutes of tertiary education or community organizations, the school will continue the partnership with them in promoting value education as a regular practice. ✧ The school will attempt to recognize and celebrate the achievements of students in the programs and activities by granting awards, leadership positions and opportunities to showcase their achievement. 	
2.2 To create a harmonious school environment and develop students' healthy mindset and lifestyle	Partly achieved	<ul style="list-style-type: none"> ✧ Promotion of healthy mindset and lifestyle as well as positive values and attitudes will be further addressed with adjusted targets in the next development cycle. ✧ The school will attempt to plan and implement a range of diverse programmes that encourage a healthy lifestyle by adding new elements such as physical and aesthetic activities. 	
2.3 To develop students' competency as young leaders with aspirations for future career, national identity and international perspective	Fully achieved	<ul style="list-style-type: none"> ✧ Students show a strong sense of national identity and bear responsibilities and obligations as citizens of the nation. The school will attempt to organize more hands-on learning through discussions, immersive experiences through movies and direct exposure through visits to allow active engagement of students. ✧ Due to the enthusiastic and positive response from students, more diversified exchange programmes visiting a wider range of countries will be organized to cater for students' need and interest. 	

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

National and Global Identity & Life Planning

National Identity

➤ The students have shown excellent performance in terms of national identity. According to the APASO III survey, in the aspect of 13.1 National Identity (Responsibility, Obligation), 13.2 National Identity (Pride, Care), 13.3 National Identity (National Flag, National Anthem), and 13.4 National Identity (Achievement), all students in every class have achieved a commendable score of 116 Q-Value. For example, APASO III 13.1 indicates that 89.6% of the students are willing to contribute to the development of our country and improve people's lives. APASO III 13.2 shows that 92.6% of the students love our country and take pride in being a part of it. 93% of the students are willing to learn about and inherit Chinese culture. 92.6% of the students agree that people should feel proud of China's achievements in areas such as high-tech, infrastructure, poverty alleviation, and more.

Global Identity

➤ According to the APASO III survey, junior students, in the aspects of 14.2 Global Perspective (Respect for Diversity), 14.3 Global Perspective (Responsibility, Cooperation), and 15.2 Respect for People from Different Cultural Backgrounds, have achieved a commendable score of 116Q-Value. Senior students have shown slightly lower performance in these three areas, with scores of 100, 89, and 109 Q-Value respectively. This reflects that there is room for improvement among senior students in terms of global perspective and respect for people from different cultural backgrounds. Specifically, APASO III 14.2 indicates that 7.4% of students are unwilling to be friends with people of different races or ethnicities. APASO III 14.3 shows that 8.1% of students disagree with the idea that everyone has a responsibility to address global pollution. APASO III 15.2 reveals that 2.2% of students disagree with the statement "I respect the values of people from different cultures."

Life Planning

➤ There is a variation in the students' performance when it comes to understanding their interests, aptitudes, and future goals. While a significant number of students actively participate in career planning activities and demonstrate a clear understanding of their interests, APASO 11/3-5. In the information search subscale (11.3), it is evident that the majority of students have actively engaged in understanding their personal interests and abilities through academic or career evaluations (52.3%). Additionally, a significant percentage of students (67.7%) have utilized the internet to search for career-related information. This demonstrates a proactive approach to gathering relevant information and exploring potential academic or professional paths.

➤ However, there are also students who show less engagement in career planning. The school can provide students with more methods on career-related information, such as overseas careers information to prepare our students become an informed and responsible citizen with a sense of national and global identity.

^{II} The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. 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.

Breadth of Knowledge & Language Proficiency

- Our school strives to enhance students' learning capacity by fostering self-directed learning skills and promoting the application of knowledge and skills across various subjects in the curriculum both inside and outside the classroom.
- Our students possess a strong desire for knowledge and consistently demonstrate their commitment to acquiring a broad and solid knowledge base. They understand that education extends beyond simply memorizing facts and figures; instead, they actively seek to deepen their understanding and develop a comprehensive understanding of various subjects. This drive for knowledge is evident in their proactive approach to learning. They regularly engage in independent research, explore additional resources beyond the prescribed curriculum, and participate in extracurricular activities that expand their horizons. Whether it's through reading books and attending educational events, our students continuously strive to broaden their intellectual horizons. They exhibit a thirst for knowledge that goes beyond the classroom, demonstrating an innate curiosity that propels them to explore new ideas, perspectives, and disciplines. In addition to their academic pursuits, our students actively seek opportunities to apply their knowledge and skills through participation in a wide range of activities and competitions organized by diverse organizations. They understand the value of practical application and experiential learning, and they eagerly engage in these extracurricular opportunities to further develop their abilities. They engage in projects, educational visits, and community service initiatives that allow them to contribute meaningfully to their communities. They develop an understanding of the interconnectedness between local and global challenges and recognize their role as informed and responsible citizens. The positive results of APASO III 4.5, 7.1, 7.3 – 7.6 provide evidence that students exhibit self-directed learning behaviours, creative thinking, and interdisciplinary connections. Their proactive approach to learning aligns with the essence of self-directed education.

Generic skills & Information Literacy

- Based on teacher observation and KPM 4.1 Q1, 4.2 Q3, KPM 17 (APASO III 7.2 Q3), QES students are above average in acquiring generic skills, being stronger in critical thinking, problem-solving, communication, collaboration, independence, information literacy, and willingness to learn. In terms of critical thinking, students show the ability to analyze information, make informed decisions, and solve complex problems in activities such as cross-curriculum projects, STEAM projects and astronomy camps. Regarding problem-solving, students showcase their ability to collaborate, communicate, and find solutions to tasks and challenges in both academic and non-academic settings. They effectively express their ideas, both in speaking and writing, in discussions, presentations, morning assemblies and extra-curricular activities, while listening to others' perspectives, making compromises, and finally reaching a consensus. Students also show willingness to learn and insights gained from their learning experiences.
- Moreover, QES students prove themselves motivated independent learners with a high level of information literacy. Many of them learn computer languages and how to use software on their own. This is reflected in their use of note-taking software (e.g. Goodnotes), classroom discussion programmes (e.g. Padlet), CAD software (e.g. CorelDraw, SolidWorks), and poster creating software (e.g. Canva, Photoshop). Moreover, they have a strong ability in extracting and organizing information, and creating and presenting new ideas, which was observed in their participation in various competitions such as AI Challenge – Weather Forecasting Competition (Champion) and Robomaster Competition (Champion in Sub-division). For different school functions such as S.6 Farewell Ceremony, Christmas Concert, and Morning Assemblies, they create powerful videos

with many special effects. They also make use of social media (Facebook, Instagram and YouTube channels) for promotion of activities of the student leader bodies, clubs, and societies.

- However, there are areas where some students need to improve, such as proper use of electronic devices and engagement in pre-lesson preparation and post-lesson additional tasks. Moreover, some students lack motivation for self-directed learning to strive for academic improvement, relying heavily on teachers' guidance without forming good reading habits and exploring beyond textbooks (APASO 9.1 / SHS T59, S12).

Healthy Lifestyle

- Maintaining a study-life balance is essential for students to achieve overall well-being and to excel in academic achievements. It helps to withstand health risks, reduce stress levels and enhances physical and mental health. By allocating time for social activities, hobbies and leisure pursuits, students can recharge and approach their studies with renewed energy and focus on one hand and improving well-being and self-actualization on the other.
- With the wide range of ECA activities and school teams provided by the school, students have the freedom to join activities in related to their interests to spend their leisure time or to establish good relationship among peers or even to learn a skill or just to widen their horizon or just simply to relax and have fun. With students' enthusiastic participation in the ECA Clubs and Societies Promotion Day, in different post examination activities, in preparing and organizing display of booths in the Annual Open Days, in Sports Day and Swimming Gala, our students are provided with different opportunities to showcase their talents and enjoy afterschool hours. For the prominent members, competitions will be organized for further enhancement of skills and knowledge acquired. According to data collected in KPM21, junior students are more active than senior students in participating in inter-school competitions. It is quite a challenge to strike a balance between academic pursuit, including juggling between supplementary classes outside school, ECA engagement and even physical exercise for senior students, especially when the public exam approaches.
- Despite the positive trends observed, data of S2 and senior students collected has posed a potential risk to emotional instability as students are promoted to higher forms (APASO III 1.1 / 1.2 / 1.4). Students with less physical experiences (APASO III 1.6 / 2.1) may easily experience psychosomatic symptoms, especially female students as shown in the data collected. The continual expansion of aesthetic activities, such as participating in sports and music teams provide a platform for increasing student engagement, nurturing team work and establishing respectful relationships among students. Above all, to relieve mental stress.
- Time management is another issue. The whole plethora of technology, such as too much screen time on phones and social media, as well as online games have become an addiction for adolescents. These behaviors can lead to problems in social-emotional development, sleep disturbances, depression and anxiety. It can impair emotional comprehension and competency. It is of great importance to strengthen the support to parents in fostering a supportive environment for students' well-being, especially to develop and to work out constructive technology use with their children.

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

National and Global Identity & Life Planning

- By organizing different activities and competitions, our students develop a strong sense of a sense of national and global identity. Teachers and students have to attend National Flag raising ceremony once a week together with the Speech under the National Flag, the sense of national identity among students has been greatly enhanced. Other activities such as Memorial Day for Nanjing Massacre Victims, the territory-wide inter-school Basic Law Competition "Love Our Home, Treasure Our Country" series of joint school national education activities help to cultivate students a correct sense of nationhood and patriotism as well as enhancing their national pride.
- The school has arranged Life Planning Education in class periods. 89.8% students agree that the activities enhance their knowledge and skills required for life planning and gain valuable insights. Different programmes are organised for students like Alumni Mentorship Programme, Career Visits, Business School Partnership Programme and Career Expo. By providing opportunities for exposure, knowledge acquisition, skill development, and interaction with professionals, students are better equipped to make informed decisions about their life planning and career pathways. The school also provides consultations for S.3 subject choices and S.6 JUPAS programme choices. These consultations empower students to make choices that align with their interests and aspirations.

Breadth of Knowledge & Language Proficiency

- Our school is effective in enriching students' learning experiences for their whole-person development and lifelong learning. The alignment of the school curriculum with the learning goal of fostering a strong desire for knowledge and a comprehensive understanding across various subjects demonstrates the school's commitment to providing a well-rounded education.
- The school's emphasis on a variety of learning activities during and outside lessons further enhances students' learning experiences. The inclusion of projects, discussions, experiments, and visits provides students with opportunities to engage in hands-on, experiential learning. These activities promote active participation, critical thinking, collaboration, and problem-solving skills. By engaging in cross-curricular projects and STEM initiatives, students develop a holistic understanding of complex issues, allowing them to make connections across different disciplines and apply their knowledge creatively.
- The school's commitment to providing learning opportunities beyond the classroom through visits and other extracurricular activities is also noteworthy. Educational visits expose students to real-world contexts, cultures, and environments, fostering a global perspective and empathy for others. These experiences broaden students' horizons and help them develop a broader understanding of the world and their place in it. Additionally, the emphasis on discussions and collaboration encourages students to engage in open dialogue, express their ideas, listen to diverse perspectives, and develop effective communication skills.
- By offering such a comprehensive range of learning activities and experiences, our school is able to nurture students' whole-person development. Students are not only acquiring knowledge but also developing important skills, such as critical thinking, problem-solving, creativity, and communication, which are essential for lifelong learning and success in the modern world. The school's commitment to providing a well-rounded education prepares students for future challenges and equips them with the tools and mindset to adapt and thrive in a rapidly changing society.
- The positive results in APASO III 4.5, which suggest that students take initiative in their learning process and actively seek knowledge beyond prescribed materials, align perfectly with our school's commitment to enriching students' learning experiences.

Generic skills & Information Literacy

- The school has a strong commitment to enriching students' learning experiences and promoting their whole-person development with a diverse range of programmes and activities. The combination of rigorous academic challenges, collaborative projects, leadership opportunities, and integration of technology in teaching effectively nurture students' generic skills and prepare them for lifelong learning.
- Academically, the school has exposed students to rigorous academic challenges through participation in programmes such as CUHK Academy and CUHK Programme for the Gifted and Talented. It helps them develop critical thinking, problem-solving, and independent learning abilities. The HKUST Dual Programme for Secondary School Students further enhances their academic skills and prepares them for higher education. The school's emphasis on cross-curricular activities, such as the collaboration between the Home Economics, Chinese, and Chinese History Departments in students' researching the Chinese tea culture, sparks students' interest and broadens their learning experiences. Teachers' integration of technology in teaching, utilizing iPads, online learning platforms, and Google Classroom, enhances students' engagement and facilitates self-directed learning. Self-paced exercises, supplementary materials, and research projects are placed in Google storage by teachers and students are required to explore them and apply their knowledge independently. Additionally, the implementation of the S.1 and S.2 Computer Literacy curriculums, NSS ICT curriculum, HKFYG collaboration, and HKGSS AI Learning circle in school effectively promotes students' information literacy and prepares them well for lifelong learning.
- On top of students' academic development, the school gives priority to their development of collaboration, communication, time management, organization, critical thinking, and leadership skills. Activities like leadership workshops, the five student leader bodies (SU, Prefects, House committees, BBSS and Camp Wardens), and talent development programmes provide students with platforms to develop and polish these essential competences. Group projects of different subjects foster teamwork, communication, and project management abilities. Furthermore, Information Literacy related activities are conducted in Life Education periods and students are well informed of protecting their privacy and others', online threats, and refraining from initiating and performing improper acts on the Internet. Display boards on themes related to online media and A.I. are regularly displayed in school, in conjunction with interactive games, meme creation, video shows, and students' sharing in Morning Assemblies, which enable students to pursue lifelong learning with an awareness of ethical use of online resources.

Healthy Lifestyle

- The school has proactively addressed the importance of mental health among students by providing safe environments where students feel comfortable expressing their emotions and seek help when needed through counselling services and peer support groups. A spiral curriculum approach from junior forms through senior forms can be applied in developing the physical and emotional needs of all students. It equips them with the skills needed in developing their resilience, and foster positive mental health during their formative years of cognitive, emotional and behavioral development. On aesthetic education, PE department has introduced non-traditional topics, such as orienteering and use of rowing machines, vault box, shuttlecock and bowling in PE lessons to keep students engaged and interested. A Show Choir is organized for students to find enjoyment and to gain self-satisfaction where skills like dancing and singing gained can be applied in many other endeavors. Student participation brings increased physical activity, a surge in school spirit and team building.

- The school is also committed in enhancing communication with parents through sharing and educational talks by experts on building relationship with their children and to bring to their attention different issues on adolescent communications. The school must also persist in its commitment to supporting professional staff development aligned with the needs of students. Teachers' understanding of mental health issues should be enhanced and the teachers themselves should be equipped with effective strategies concerned.

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

School Administration

- **Strategic planning and School-self evaluation**
The school has gained full support with shared goals from the School Management Committee (SMC). The school sets clear directions for development and is able to formulate school plans which align with the school's direction, Hong Kong's aims of education and the seven learning goals as supported from the Stakeholder survey (SHS) with 84.7% of the teachers agreed and a mean of 4.1 out of 5. The school provides transparent and accountable school management in the formulation of development plans and priorities. The school management and subject departments conduct evaluations and reflections effectively based on the "P-I-E" model. The school conduct workshops for all teachers on the systematic and comprehensive review of the student performance and summarizing their experiences in fostering students' development according to the seven learning goals. When formulating the school plans, the school undergoes extensive discussions among different parties, such as school development committee and all teachers. The plan is drafted by all teachers through collective brainstorming during group discussions based on the self-evaluation findings from SHS, APASO (III) and other school-based data including teachers' observation. The development priorities are determined based on students' needs and self-evaluation data. This method of discussion has proven effective. According to the SHS, teachers have a positive perception of the school management, with a mean score of 3.8 out of 5. School self-evaluation is effectively implemented and effectively evaluated among subject departments and evaluation reports provides feedback for formulation of improvement plans. Although a culture of self-evaluation is fostered among the subject departments, there are still differences in the depth of reflection among teachers through evaluation. The ability to integrate, interpret, and use data also varies. There is room for improvement in the self-evaluation, and in the future, efforts will be made to enhance teachers' self-evaluation abilities focused on data-driven reflection on the learning objectives, continuously promoting self-improvement within the school.
- **Professional Leadership & Communication**
Various channels like the School Development Committee (SDC), panel head cum functional team leaders meetings help enhance communication and collaboration. As a result, the principal well deployed financial and human resources that duties are assigned to staff according to their abilities and school needs. Moreover, principal, assistant principals and middle managers effectively coordinate and monitor the work of subject panels, committees and teachers. From SHS, 78.9% of teachers agree that the heads of subject panels and committees effectively collaborate with one another to jointly implement school plans. Teachers have positive outlook from school management leadership at the levels of the principal, assistant principals, and the middle managers, with a mean score of 3.9, 3.8 and 4.0 respectively. At the same time, they have an amicable working relationship with them as shown by the SHS mean score of 4.2, 3.9 and 4.1 respectively. However, there is low score of 3.1 in staff morale. This may due to heavy workload without satisfaction in both teaching and administrative work. As such, the school has to think of ways to provide more autonomy and support for the teachers.

➤ Professional development

The school has a clear and well-established performance appraisal system that allows teachers to assess their strengths and weaknesses and identify professional development needs. Teacher professional development plans are drawn up through the use of Self-reflection Tool provided in COTAP. A culture of professional exchange and sharing is gradually established to enhance the professional development of the teachers through open-lesson sharing. The school encourages teachers to attend professional development programmes, EDB seminars and workshops. This is shown from the increase from 45.7 to 51.8 CPD hours per teacher in 2021-23. Internal training in various aspects such as SSE, National Ed, Information literacy, new teacher mentoring system are also organized to provide great support to teachers. From SHS, 84.9% of the teachers, a mean score of 4.0 agree that the professional development activities for teachers organised by the school cater for the school development and students' needs. The school strategically develops and utilizes external resources by participating in the EDB's programs or learning circles e.g. GSS AI Learning Circle, GSS APASO Learning Circle and collaborating with different academic institutions e.g. HKU, EduHK, QEF in Values Ed or STEAM Ed to promote professional training. 66% of the teachers, a mean score of 3.8 in SHS, agree that the professional development activities for teachers organised by the school are very helpful to their work. The school can perhaps further strengthen teachers' professional development for middle managers.

Learning & Teaching:

- Our school prioritizes the holistic development of students through a wide range of learning activities. These activities include subject-based projects, cross-curricular initiatives, discussions, experiments, and educational visits. Students actively participate in these activities to develop critical thinking, problem-solving, and communication skills. Subject-based and cross-curricular projects provide hands-on learning experiences that require students to apply their knowledge to real-world situations. Discussions and sharing sessions help students express their thoughts effectively and engage in meaningful dialogue. The school also offers extracurricular programs and activities to promote physical fitness, teamwork, leadership skills, and personal well-being. Gifted students have opportunities for advanced learning through courses organized by prestigious universities. Study tours and educational visits cultivate adaptability, resilience, and cross-cultural communication skills.
- In terms of language proficiency, teachers have a positive outlook on the school's direction of development in various areas, including school management and support for students. However, teachers believe there is room to further strengthen professional development and support for teaching and administrative work. Teachers note that students' learning attitude, reading habits, and capacity for leading a healthy lifestyle are areas of concern based on feedback from parents and students.
- Regarding generic skills, the school has made commendable efforts in promoting independent learning, providing opportunities for self-directed learning through online platforms and project-based learning. Students have shown autonomy and the ability to engage in self-paced exercises online. The organization of extracurricular activities demonstrates the school's commitment to holistic learning experiences and the development of leadership and managerial skills. Leadership training and student body duties encourage students to take on leadership roles and develop effective communication, collaboration, and decision-making skills. The school also offers gifted programs to nurture the development of generic skills alongside academic abilities.

- To cope with the dynamics of the information world, the school has joined different learning programs and initiatives focused on artificial intelligence, smart IoT coding, and aviation technology. Additionally, the school collaborates with various organizations to organize talks, set up booths, and distribute information kits to educate students about defending against cyberbullying, protecting personal data privacy, and preventing internet addiction. Teachers are encouraged to attend professional development programs, seminars, and workshops related to information literacy.

In summary, our school emphasizes holistic development through diverse learning activities, promotes independent learning and leadership skills, provides opportunities for advanced learning, and focuses on information literacy and digital well-being.

Whole-person development:

- The school integrates relevant content and activities throughout the curriculum on national education and global identity. The curriculum comprises topics related to the nation's history, culture, values, traditions, and civic responsibilities. The integration occurs in subjects and functional teams such as Citizenship & Social Development, Chinese Language, Chinese History, Chemistry and Biology, Civic & National Education Committee and School Exchange Programs Committee. Also, national identity is nurtured with whole-school approach by actively celebrating national holidays and events such as commemorations, national flag raising assemblies and special activities organized around significant national days or historical events. These activities help students develop a deeper understanding and appreciation for the nation's heritage and culture. As reflected by the encouraging results of APASO III survey (Q-values all reach the top scores of 116) regarding national education, students show a strong sense of national identity and bear responsibility and obligations as a citizen of the nation. They are proud of the achievements of the nation and show love and care for the nation too.
- By conducting a wide range of careers and life planning activities in Life Education Programmes and post-exam activity days throughout the year, the school demonstrates a strong commitment to support students' whole-person development. These initiatives provide students with opportunities to explore their interests, set personal goals, and develop essential skills for lifelong learning. The proactive approach initiated by the school reflects its dedication to prepare students for a well-rounded and balanced life, and equip them with the necessary life skills and qualities for their personal and professional success. As reflected by the commendable results of APASO III survey (Q-values all reach the top scores of 101 to 116), the majority of students have actively engaged in programmes and activities to help them understand their personal interests and abilities through academic or career evaluations.
- With the strategic planning of the school management, in addition to the concerted effort of the Guidance and Counselling Committee, Health and Sex Education Committee and various subjects like Home Economics, Physical Education and Biology etc., a comprehensive curriculum enriched with experiential learning programmes have been conducted for all levels. Health topics such as nutrition, physical activity, mental health, stress management, sexual and reproductive health, substances abuse prevention, etc. have been covered to cater for students' whole-person development and well-being. As reflected by the results of APASO III survey (Q-values are around 90 to 100) regarding students' emotional condition and healthy lifestyle, together with the Stakeholder Survey (both parents and students) showing around 40% of our students are able to develop a healthy life and around 35% of them are working on such lifestyle. There is a need for increased attention and effort to make improvements in supporting students' health and emotions.

c. How Can My School Be Better

4. What are my students' needs?

Considering the students' performance in achieving the seven learning goals, the school believes it can further promote holistic student development in the following areas:

- To realize the visions of learning goals of "Breadth of knowledge" and "Language Proficiency", our students need to **enhance their learning confidence**.
- To realize the visions of learning goals of "Generic skills" and "Information Literacy", our students need to **develop their self-management skill** in various aspects and awareness of the **ethical use of information and information technology**.
- To realize the visions of learning goals of "National and Global Identity" and "Life Planning", our students need to **strengthen their global perspective as a future leader**.
- To realize the visions of learning goals of "Healthy lifestyle", our students need to be **aware of the importance of mental health** and **nurture healthy lifestyle**.

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

➤ Professional Leadership and Teacher Collaboration

Collaboration among teachers is facilitated by professional leadership demonstrated by the principal, subject panels, and committee heads. Leveraging their foresight and vision, school management optimally assigns duties to staff based on their abilities and expertise. Highly committed, motivated, and subject-trained teachers possess significant professional knowledge, while middle managers leverage accumulated experience to proficiently carry out administrative tasks. Stakeholder surveys affirm positive relationships between teachers and school leadership, scoring 4.2 for the principal and 3.9 for assistant principals. Enhanced by online platforms and communication tools, teacher collaboration is further supported, fostering innovative learning experiences and diverse activities within a liberal school environment conducive to cross-subject curriculum development.

➤ Strategic Planning and Stakeholder Engagement

The school exhibits effectiveness in strategic planning and data-driven evaluation, coupled with transparent management practices. Actively engaging stakeholders such as students, parents, and alumni in the improvement process, the school solicits their input, feedback, and perspectives through surveys, focus groups, and regular communication channels to inform decision-making and initiatives. Referring the teachers' view on the school management, scoring highly at 3.82, reflects the establishment of transparent management and a culture of data-driven evaluation among subject department heads and functional team leaders. The school has set clear directions for development in accordance with Hong Kong's aims of education and the seven learning goals (scoring as high as 4.1).

➤ **Strong Parental Support and Home-School Collaboration**

The school benefits from strong parental support and effective home-school collaboration through the Parent-Teacher Association. This collaboration collects parental feedback on school policies and arrangements through regular meetings, parent-child workshops, seminars, and informal communication channels via instant messaging. Survey results from the stakeholders' survey indicate high levels of parental satisfaction with various aspects of school governance (scoring 3.62, 3.79, 4.08, and 3.88 respectively). The trust and support from parents underpinning effective implementation of new policies.

➤ **Dedicated Alumni Engagement**

The school enjoys dedicated support from alumni, who demonstrate a strong sense of affiliation. Maintaining close relationships and effective communication with alumni, the school benefits from their support in organizing events, activities, and maintaining the school camp to enhance life-wide learning experiences. The Old Students Association (OSA) consistently provides financial and human resources, fostering a harmonious relationship that supports ongoing school development initiatives.

➤ **Enrichment through External Partnerships and Resources**

External resources from NGOs and institutes further enrich the school's programs. Long-term partnerships with organizations such as BGCA and collaborations with educational institutions like the Education University of Hong Kong and the Chinese University of Hong Kong demonstrate a commitment to holistic student development. Participation in government-led learning cycles, including Artificial Intelligence, APASO-III, and National Education initiatives, expands the school's external network and resource base.

➤ **Prudent Financial Management and Resource Diversification**

The school exercises prudent management, consistently generating surpluses from government subsidies to support new projects. A culture of self-reflection informs financial decisions and teaching strategies, empowering department heads with flexibility in managing expenditures to enhance learning and teaching experiences. Seeking external funding sources, including the Quality Education Fund, Beat Drugs Fund, and alumni donations, the school reduces reliance on government funding to sustain and enhance its educational programs.

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

➤ Based on the students' needs and the school's capacities, the following are the development priorities:

For enhancing the lifelong learning of our students, it is crucial to develop their self-directed learning skills and cultivate their confidence in learning. This will enable them to manage their own learning effectively. Additionally, as future leaders, students should have a global perspective and be prepared to navigate the interconnected world.

➤ In the area of whole-person development, promoting a healthy lifestyle, including physical, mental, and emotional well-being, is essential. We can help students develop sustainable self-care practices that support their lifelong learning and personal growth. Furthermore, we should equip students with positive values and an ethical foundation to make informed decisions and become responsible citizens in the digital age.

5. Major Concerns of the 2024/25 – 2026/27 School Development Cycle

- ◆ Based on the above holistic review of school performance, the major concerns in order of priority are:
 1. To nurture students to be self-directed leaders with confidence in learning and global perspectives
 2. To cultivate students' healthy lifestyle, positive values and ethical use of technology

School Development Plan (2024/25 - 2026/27)

Major Concern 1: To nurture students to be self-directed leaders with confidence in learning and global perspectives

Targets		Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Secondary Education) ^{III}								
		24/25	25/26	26/27		1	2	3	4	5	6	7		
1.1	To enhance students' self-directed learning skills	✓	✓	✓	<ul style="list-style-type: none"> To implement Cross Subject Learning Projects, for which students conduct (web) research and deliver group presentations. To promote students' self-directed learning skills through well-structured programmes. To refine the existing self-directed learning programmes and measures. 		✓	✓	✓	✓				
1.2	To cultivate students' confidence in learning	✓	✓	✓	<ul style="list-style-type: none"> To create an encouraging learning environment. To foster students' self-evaluation and self-reflection. To provide diverse learning opportunities through Life-wide learning activities and in regular lessons for students, especially average or low achievers, to voice and share their ideas. 	✓	✓	✓	✓	✓				
1.3	To develop students as future leaders with global perspectives	✓	✓	✓	<ul style="list-style-type: none"> To develop students' competency through structured programmes and hand-on experiences in various leading roles. To cultivate global perspectives among students through whole school approach, with the goal of expanding their awareness and understanding of diverse cultures. 	✓	✓	✓	✓	✓	✓			

^{III} All along, school work has always been related to the seven learning goals. Schools could consider how the major concerns relate to the seven learning goals and list the related learning goal(s) in this column when setting major concerns. Apart from the major concerns, schools should help students achieve the seven learning goals to foster their whole-person development and lifelong learning through routine work, which does not need to be recorded in the SDP. The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. 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.

Major Concern 2: To cultivate students' healthy lifestyle, positive values and ethical use of technology

Targets		Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Secondary Education) ^{III}						
		24/25	25/26	26/27		1	2	3	4	5	6	7
		2.1	To develop sustainable care practices that support students' physical and mental well-being	✓		✓	✓	<ul style="list-style-type: none"> ● To implement a comprehensive whole school approach based on the 4Rs Mental Health Charter (4Rs: Rest, Relaxation, Relationship, Resilience) in both formal and informal curriculum. ● To enhance students' self-care skills through structured programmes implemented inside and outside the classroom. ● To provide physical and mental health professional training to equip stakeholders with necessary skills and knowledge. 				✓
2.2	To nurture students with positive values (Respect, Empathy and Benevolence) and equip them on the ethical and responsible use of technology in the digital world	✓ Respect Empathy	✓ Respect Empathy	✓ Respect Empathy Benevolence	<ul style="list-style-type: none"> ● To develop students' positive values and ethical use of technology through a holistic formal and informal curriculum. ● To provide more opportunities for junior students to serve in school. ● To enrich students' engagement in promoting positive values during whole school broadcast. ● To equip stakeholders with value education and technological literacy professional training. 	✓			✓	✓		✓

^{III} All along, school work has always been related to the seven learning goals. Schools could consider how the major concerns relate to the seven learning goals and list the related learning goal(s) in this column when setting major concerns. Apart from the major concerns, schools should help students achieve the seven learning goals to foster their whole-person development and lifelong learning through routine work, which does not need to be recorded in the SDP. The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. 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.