

NLSI LUI KWOK PAT FONG COLLEGE
2024/25 – 2026/27 School Development Plan



Jesus Christ is the Master of New Life

I. School Mission

Based on the teaching of the Bible, we are committed to imparting knowledge and cultivating good behaviours among students. We aspire to instill proper values in students by educating them about the truth in the Bible and building their belief in God as the Master of their lives. We endeavour to empower our students to be well-rounded, righteous and responsible citizens with godly character.

II. School Motto

Jesus Christ is the Master of New Life

III. School Theme for 2024 – 2027

Motivational Mind, Flourishing Life, Constructive Vibe

IV. Major Concerns for 2024/25 – 2026/27

1. To enrich the vibrant learning community
2. To enhance students' spiritual, physical, mental and social wellness

V. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24

Major Concern and target	Extent of the target achieved	Follow-up actions	Remarks
Major Concern 1: To develop students’ skills for lifelong and self-directed learning, as well as foster their whole-person development			
Target 1: To build a positive learning environment that enables students to master good learning habits, values and attitudes	The target is achieved. <ol style="list-style-type: none"> 1. In general, students’ performance was good. 2. Students could set goals targeting their weaknesses with teacher feedback during lessons. 3. Student learning confidence has increased due to the positive feedback from teacher. 	A. Strategies incorporated as <u>routine work</u>: <ol style="list-style-type: none"> 1. Recognition of learners with good SDL habits. 2. Continuous updates to the LKPFC E-resources platform to support students’ learning beyond the classroom. 3. To showcase students’ learning outcomes on the E-resources platform and at school. B. Strategies to be continued to be a major concern for the next development cycle with <u>adjusted targets</u>: <ol style="list-style-type: none"> 1. To enhance learning effectiveness by developing students’ independent learning skills 2. To strengthen note-taking skills in junior forms and reflective skills in senior forms respectively 3. To organize learning skills training programmes to S4 students 4. To enhance cross-curricular language collaboration through curriculum mapping and needs analysis 	
Target 2: To enhance students’ learning to learn competence and self-efficacy in learning	The target is achieved. <ol style="list-style-type: none"> 1. Students could integrate knowledge across different subjects through reading across the curriculum (RaC), STEAM learning experiences and project learning. 2. Students’ learning experience is enhanced with the renovation of the LKPFC smart library. 3. Students’ exposure to English increased through activities organized by NET during lunch and after school. 4. Junior form students demonstrated their ability to integrate knowledge and solve real-world problems at the STEAM fair. 5. Students’ critical thinking abilities, cultural awareness, and communication skills are enhanced through reading passages related to their research topics. 6. Students demonstrated good performance and a commitment to achieving excellence in competitions. 		

Major Concern and target	Extent of the target achieved	Follow-up actions	Remarks
		<p>5. To help students cultivate a broader worldview, and appreciate cultural diversity, it is suggested that more opportunities be created to celebrate student success and to share their learning experiences both locally and overseas.</p> <p>6. To enhance problem-based learning related to the global issues outlined in the Sustainable Development Goals (SDGs) across curriculum</p> <p>C. <u>New strategies</u> based on the subject panels' evaluation and meeting:</p> <p>1. To promote students' reading habits within individual subject</p> <p>2. To design tasks which engage students in hands-on learning activities.</p> <p>3. To cultivate a vibrant learning environment and promote professional sharing of effective teaching strategies.</p> <p>4. To further develop and nurture students' learning motivation</p>	

Major Concern and Target	Extent of the target achieved	Follow-up actions	Remarks
<p>Major Concern 2: To foster Christian belief and growth mindset in students; to broaden their horizons in life-planning, leadership and global view; and to strengthen their capability in connecting with oneself, one another and society</p>			
<p>Target 1: Aspire - To develop students' aspiration based on Christian belief as well as growth mindset</p>	<p>The target is achieved.</p> <p>Christian belief:</p> <ol style="list-style-type: none"> 1. Students are inspired to lead Christ-like lives through the annual Christian Assembly and Student Fellowship events, which feature diverse activities such as experiential Bible study, Passover dinners, gospel martial arts 2. S1 students responded positively to the Alpha course in RSC lessons. They engaged in discussions about Christian beliefs and daily life. 3. Student spiritual development was significantly enhanced during Religious Week through activities like evangelical events, worship services, and hymn sessions. Students were encouraged to embody Christ-like values in their daily lives. <p>Growth mindset:</p> <ol style="list-style-type: none"> 1. Class Charter was set up during the pandemic, and Class Motto Competition was resumed afterwards. Each class determined its core attribute and motto design. This enhanced the sense of belonging to their respective classes. 2. Speakers shared their experiences of overcoming adversity during the assemblies. Students were encouraged to adhere to their vision and be perseverant. 3. S1 students' character strength was enhanced through different group games during the Growth Mindset Workshop. 4. Prize presentation ceremonies were held three times a year to raise the sense of achievement of students. 	<p>A. Strategies incorporated as <u>routine work</u>:</p> <ol style="list-style-type: none"> 1. Christian Assembly, Christmas and Easter worship services, meditation meetings, cell groups, morning hymn broadcasts, and hymn sharing will be held as routinely. More interaction and sharing among groups are recommended during the Christian Assembly. 2. Class Motto Competition will continue routinely to cultivate a sense of belonging to the class. 3. Prize presentation ceremonies are to be held three times each year. 4. S1 Growth Mindset Workshop will be held to enable students to recognize their character strengths. <p>B. Strategies to be continued to be a major concern for the next development cycle with <u>adjusted targets</u>:</p> <ol style="list-style-type: none"> 1. Student fellowship and Religious Week have cultivated students' spiritual temperament. More interesting formats and themes will be introduced. 2. Speakers with various experiences which meet the students' needs are to be invited. 	

Major Concern and Target	Extent of the target achieved	Follow-up actions	Remarks
<p>Target 2: Broaden the Horizons</p> <ul style="list-style-type: none"> - To help students derive personal fulfilment in life planning, leadership and global view so that they can serve to learn and learn to serve 	<p>The target is achieved.</p> <p>Life planning:</p> <ol style="list-style-type: none"> 1. S4 students' understanding of university programmes was enhanced by attending the information days of CUHK and HKU. 2. S6 students participated in life planning talks and interviews, which helped decide on future paths and improve interview skills. 3. Students learnt more about their career pathways through Career Sparkle and workplace visits. 4. S3 students were guided in making appropriate subject selection through student talks, parent talks and group interviews. 5. Self-awareness, the DSE, careers, and universities are discussed in class teacher periods to suit students' needs in their life planning. <p>Leadership:</p> <ol style="list-style-type: none"> 1. Leadership training and club chairperson meetings were held. Student leaders were equipped with leadership skills and broadened their horizons. 2. Students were nominated to join external leadership training schemes to broaden their horizons and enhance self-confidence. They also found fulfillment in life planning. <p>Global view:</p> <ol style="list-style-type: none"> 1. Students broadened their horizons and developed a global view through various study tours held after the pandemic. Students learned about different cultures, interacted with local students, visited universities, participated in the Bett Show to learn about the latest developments in artificial intelligence and STEAM, and explored the culture of environmental protection. 	<p>A. Strategies incorporated as <u>routine work</u>:</p> <ol style="list-style-type: none"> 1. Life planning activities for S3 and S6 students, such as student talks, parent talks and interviews, will be incorporated as routine work. 2. English week will be incorporated as routine work. <p>B. Strategies to be continued to be a major concern for the next development cycle with <u>adjusted targets</u>:</p> <ol style="list-style-type: none"> 1. Visits to the information days will be organized for S3 students to help them make wise choices in their subject selection. 2. Overseas study tours will be organized with different themes to broaden students' horizons. 3. Life planning class periods are to be held to introduce students to the concept of career planning, to foster self-awareness, and to equip students with necessary skills to make informed decisions about their academic and career pathways. 4. Students receive leadership training and are provided with more opportunities to demonstrate their leadership qualities. 	

Major Concern and Target	Extent of the target achieved	Follow-up actions	Remarks
	<p>2. Various cultural activities were hosted by foreigners in the English week. Students learnt about the lifestyle of different cultures and gained a global perspective.</p> <p>3. In the D2 roll calls, students shared news and stories around the world. The response was positive.</p>		
<p>Target 3: Connect 3.1 Connect with oneself</p> <ul style="list-style-type: none"> - To foster students' well-being so that they can appreciate themselves - To strengthen their grit and perseverance so that they can deal with pressure and adversity 	<p>The target is partially achieved.</p> <p>Connect with oneself:</p> <ol style="list-style-type: none"> 1. Four elements and objectives, 'rest', 'relaxation', 'relationship' and 'resilience', are promoted in various activities to foster students' mental health. 2. Relaxation Days and Failure Experience Days were held in S2 - S6. Students learnt to relieve their stress, expressed their emotions and dealt with adversity. 3. Integrated activities were held in S1 and S2. Students learnt to be benevolent and united. 4. Various growth groups were conducted to enhance students' social skills, emotional health, self-efficacy, and study efficiency. 5. Enhanced Smart Teen Project was organized as a day camp and a 5-day overnight camp respectively after the pandemic. Junior Police Call was set up and various activities including an indoor bike competition, drama competition, and visit to the police station and court were held. Students learnt to be responsible, unanimous, and abiding to law. 6. S2 mental wellness course was held during Life Education lessons. A mental health pilot scheme was implemented in an S2 class by the EDB. Through group collaboration, students learnt about expressing emotions. 7. Talks on topics including fraud prevention, anti-gambling, microtransaction, sexual harassment, online naked chat blackmail, and an anti-bullying drama workshop was held. The topics increased students' awareness of various social issues. 	<p>A. Strategies incorporated as <u>routine work</u>:</p> <ol style="list-style-type: none"> 1. S1 Welcome Assembly, Big Brothers and Sisters Scheme, S1 orientation and S6 Benediction will be incorporated into routine work. 2. Class prayer meetings and form prayer meetings will be incorporated in routine work. <p>B. Strategies to be continued to be a major concern for the next development cycle with <u>adjusted targets</u>:</p> <ol style="list-style-type: none"> 1. "Speech under the National Flag" will be presented by various committees and subject panels. 2. It is suggested that stretching exercise sessions be implemented during the class teacher period to help students relax and to increase their amount of moderate exercise. 3. Mental health activities such as Relaxation Days, Failure Experience Days, mental health courses, and various growth groups are to be held to enhance students' mental wellness. 4. Activities are to be organized to enhance students' self-discipline, self-confidence, team spirit, and resilience. In addition, participants will be provided with more opportunities to 	

Major Concern and Target	Extent of the target achieved	Follow-up actions	Remarks
<p>3.2 Connect with one another</p> <ul style="list-style-type: none"> - To foster students' caring attitude so that they can appreciate others - To raise the sense of belonging to the class and the school 	<p>Connect with one another:</p> <ol style="list-style-type: none"> 1. Welcome Assembly, Big Brothers and Sisters Scheme and S1 orientation were held. S4-5 students connected with S1 students through games and sharing, helping them to adapt to secondary school life. S6 had joined the Benediction and Cheer Up Activity. The School Principal and class teachers encouraged them to face challenges. The cards of encouragement were displayed on the board as well as on Instagram. The students felt greeted and supported. 2. Class prayer meetings and form prayer meetings were held. Students' sense of belonging to the class was enhanced. 3. Basketball and dodgebee competitions, including teacher-student competitions, were organized by the houses during lunchtime. These events enhanced students' sense of belonging to the school. 4. NLSI 55th Anniversary friendly match was held with PESS. Connection between the two schools was enhanced. 5. Sex education workshops were held for each form to help students protect themselves against cybercrime. Teachers received training about Internet crisis prevention in the program Soil - Sexual Wellness Service. 	<p>showcase their learning achievements and rewards. Besides, more overseas activities from Junior Police Call will be offered to students in order to broaden their horizons.</p> <ol style="list-style-type: none"> 5. Talks and workshops will be organized to enhance students' awareness of the importance of proper conduct and to prevent them from violating regulations in Hong Kong. 6. The school publicly highlights the activities students experienced and builds positive images to make students feel valued and supported. The Student Union acts as a bridge to meet the school administrators and foster communication regularly. 7. National education activities are to be held to enhance students' national identity. 8. Various competitions are to be organized by the Student Union and the Houses to foster a healthy lifestyle among students. 9. Students' concern on SDG and ESG are to be aroused. 	
<p>3.3 Connect with society</p> <ul style="list-style-type: none"> - To develop students' civic responsibilities - To raise their awareness of the protection of others and nature 	<p>Connect with society:</p> <ol style="list-style-type: none"> 1. Through design thinking, students planned and executed volunteer services, fostering character development. 2. Flag-raising ceremonies was held weekly or on designated dates. Students became familiar with the etiquette and learnt the meanings of the national flag, and the national anthem, and Chinese culture. 	<p>C. Findings in stakeholder survey and follow-up actions</p> <p>Findings:</p> <ol style="list-style-type: none"> 1. Most of the students and parents agreed that our students respect the teachers in the stakeholder survey (S23, P12). However, the responses to two questions, (S24) I like my school and (S29) Our school actively responds to students' opinions, showed an increase in the disagree 	

Major Concern and Target	Extent of the target achieved	Follow-up actions	Remarks
	<p>3. The twelve priority values and attitudes of Values Education were promoted in the ‘Speech under the National Flag’.</p> <p>4. Talks on recent developments in China were conducted, covering topics such as national sports achievements, aerospace technology, intangible cultural heritage and the soft power of China. Activities for the National Constitution Day were organized to deepen students’ understanding of Chinese culture and achievements.</p> <p>5. Various environmental protection activities were organized in “Moving towards Carbon Neutrality” and by Nature Buddy. This raised environmental awareness among students.</p>	<p>percentage and a decrease of 8% in the agreed percentage.</p> <p>2. Some students expressed that they were unable to join their desired extracurricular activities.</p> <p>3. Students with lower academic performance needed to attend different after-school tutorial classes, which reduced the time for extracurricular activities. Students had the perception that the school focused only on academic achievement.</p> <p>4. Many students expressed that some of the facilities needed repair, replacement or renewal (such as toilet facilities, computers, wifi system).</p> <p>Follow-up actions:</p> <p>1. The role of the Student Union in facilitating communication between school administrators and students should be enhanced.</p> <p>2. The school will inform students about the schedule for repairs, replacement, and renewals if possible.</p>	

b. Based on the reflection against the seven learning goals¹, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

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

Our school emphasizes Christian faith as the cornerstone of students' holistic development. In conjunction with the Growth Mindset, we strive to strengthen students' connections with themselves, others, and society. Guided by Christian principles, we support students in life planning, leadership, global awareness, and achieving the seven learning goals.

National and Global Identity

1. Students display solemnity during the flag-raising ceremony. The routine schedule for flag-raising ceremonies is outlined in the school calendar. The twelve priority values and attitudes of Values Education were emphasized during the "Speech under the National Flag".
2. Students deepened their understanding of Mainland and Hong Kong through the Hangzhou Study Tour under Sister School Scheme.

Breadth of Knowledge

1. Students are able to integrate and apply knowledge from STEAM subjects through science inquiry projects.
2. Field trips are organized to enrich students learning experience.
3. To cater for the learner diversity, the higher achievers join the gifted programmes organized by the tertiary institutions to explore different interdisciplinary areas of study. This broadened their knowledge under the guidance of professional instructors in a university's learning environment.
4. Students have been actively participating in competitions and exchanges with good results. They are able to enhance their national and global identities, build a broader knowledge base outside the classroom, and develop collaborative, communication skills and language skills. These activities help them gain a deeper understanding of career planning.
5. Four S4 and S5 students participated in UK Bett Show (British Educational Training and Technology Show) with the EDB in 2024. They shared their knowledge of micro:bit and the use of Artificial Intelligence robots to provide solutions and applications for the Sustainable Development Goals with the educators and students from all over the world.

¹ 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.

Language Proficiency and Healthy Lifestyle

1. Students participated in the Hong Kong Schools Speech Festival, which included Chinese and English Speech competitions to showcase their skills in the competition. They learned from peers from different schools, students not only achieve good results but also enhance their confidence and language proficiency.
2. Students have been training their English language skills by participating in inter-school English dramas, debates, and public speaking competitions. They also enjoy interacting with our NET, whether it is preparing for a competition, having lunch or socializing. In terms of internal demonstration of learning outcomes, students' participation as ambassadors and their sharing in the morning assembly (which cover topics such as Chinese Language, English Language, moral and civic education, and book sharing, etc. were satisfactory.

Information Literacy, Generic Skills and Language Proficiency

1. The “Refining a Library to a Living Reality in a Digital Era (在數碼時代將圖書館完善為生活現實)” project, funded by the Quality Education Fund (QEF), aimed to foster reading habits and lifelong learning among students through the establishment of a renovated smart library. The library features advanced technologies to encourage self-directed learning. It includes 11 iMacs in the Self-Learning Resources Centre for ethical and effective online research, an extra-large interactive TV in the reading room, and a large screen in the central zone, all designed to enhance reading engagement.
2. The “Tour of the Authors” jointly organized by the Department of Chinese Language and the Library Committee, has introduced fiction series from various authors by using the extra-large interactive TV and the huge screen. Related videos and excerpts were shown to engage readers and enhance the reading ambience. Students enjoy the fun of self-learning and also enrich their knowledge and broaden their global perspectives.
3. Activities promoting media-literacy education were organized under the project, “Enhanced My Pledge to Act”, funded by the QEF. Students were equipped with the knowledge and skills to effectively evaluate information, protect themselves from the influence of negative online activities and make good use of information to achieve digital well-being.

Generic Skills

1. Students have demonstrated improvement in self-directed learning (SDL), effectively utilizing five key indicators: Goal setting, Self-planning, Self-monitoring, Self-evaluation, and Revision. These practices have greatly enhanced their development of generic skills, which are integral to the “Seven Learning Goals of Secondary Education” in our local education system. Observations by subject teachers confirm that students excel in the first four indicators, showing proactive engagement in their learning processes.
2. Initial habits such as pre-lesson study and note-taking are becoming common among students. This positive trend is supported by the results of the Stakeholder survey (S14) and further evidenced by their active participation in pre-lesson assignments and discussions. The benefits of their preparation include enhanced group discussions, effective peer assessments, and high-quality presentations, all of which contribute to improved communication and critical thinking skills. Students’ and their parents’ found the “E-Resources for Supporting Students’ Self-Directed Learning” useful.
3. Teachers provide tailor-made learning tasks” to improve students learning based on the feedback provided by teachers on their performance.
4. Students’ social skills, interpersonal relationships and leadership skills were developed through leadership training provided by various NGOs. This training equipped student leaders with essential skills and broaden their horizons.
5. Various counselling groups were held to enhance students’ social skills, responsibility in using the internet, emotional health, resilience, self-efficacy, and study efficiency. The attendance rate was high, and students had positive responses.

◆ **How good is our school in enriching students’ learning experiences for their whole-person development and lifelong learning?**

The table below summarizes students’ learning experiences, which focus on the seven learning goals. As these goals are interconnected, the table highlights the goals that are most emphasized. The learning experiences are not confined to achieving only these goals.

Seven Learning Goals	Relevant Learning Experiences
National and Global Identity	<ol style="list-style-type: none"> 1. The curriculum of every subject promotes national security education and guides students in learning about the development of the country. This enhances students’ sense of national identity and global citizenship. 2. To strengthen students’ understanding of the rule of law, the national situation, and the importance of safeguarding national security and cultivating a sense of national identity, the education on the Constitution, Basic Law and national security should be integrated into the curriculum of Citizenship, Economics and Society (S1-3) and Citizenship and Social Development (S4-6) through coursework and activities. 3. Various study tours to different countries broadens students’ horizons and gained a global perspectives.
Breadth of Knowledge	<ol style="list-style-type: none"> 1. To provide an interdisciplinary reading programme that allows students to read articles targeting the United Nations’ 17 Sustainable Development Goals. This enables students to gain a deeper understanding of contemporary issues affecting their personal, social, national and global daily lives. 2. To organize or lead students in participating in competitions and exchanges both on and off campus to learn about issues affecting global citizens. <p>For example:</p> <ol style="list-style-type: none"> 1. Host a STEAM Fair annually to encourage students to empathize with others by designing inventive solutions to real-life problems using science, technology, engineering, the arts and mathematics. 2. Organize ESG INNOVATORS@LKPFC, a competition that enables students to protect the environment and respond to the global goal of achieving carbon neutrality. <p>Lead students in participating in an education program focused on sustainability, allowing them to explore related issues with peers from other schools.</p>

Language Proficiency	<ol style="list-style-type: none"> 1. By participating in recitation competitions, debates, public speaking, and emcee training, students can improve their language skills through active participation in these activities. 2. Cross-curricular collaboration is fostered between subject panels, such as: <ul style="list-style-type: none"> • Self-directed learning programs implemented by the Chinese Language panel. • An English lyrics writing competition jointly organized by the English Language Department and the Music Department. 3. For three consecutive years, the school has been selected as one of the gifted network schools by the Gifted Education Section (English Education) of the Education Bureau. We are committed to improving students' language skills. English teachers have visited network schools to observe classes and discuss teaching models and classroom activities with the Gifted Education Curriculum Development Director of the Education Bureau. These insights are then applied in our classrooms. 4. The school has established the "Bright Future English Improvement Scholarship" specifically to encourage students to improve their English skills. Scholarship recipients can use the funds to purchase learning tools, such as reference books and language learning platforms to improve their language skills.
Generic Skills	<ol style="list-style-type: none"> 1. Facilitated by pre-lesson preparation, students engaged in classroom activities and demonstrated learning outcomes. Flexible classroom design fosters students' comprehensive development and application of generic skills, paving the way for them to become independent learners. For example: <ul style="list-style-type: none"> • The process of setting learning goals, pre-lesson tasks, notes-processing, reflection after assessments, etc., to cultivate students' self-management abilities; • Group discussions, presentations, and peer evaluations in class are used to cultivate students' abilities in collaboration, communication, problem-solving, and critical thinking. 2. Project learning is employed to enhance students' organisational abilities. It encourages them to study independently, solve problems, and reflect on their learning outcomes. Examples include history subject project learning for junior forms, and STEAM project learning. 3. The school offers over 40 extracurricular activities, societies and service groups, including fellowship, academic, sports, social services, on-campus services, and interest groups. Life-wide learning experiences provided by these activities enrich students' life experiences, cultivate leadership and communication skills, and promote their whole-person development.

Information Literacy	<ol style="list-style-type: none"> 1. In the senior form ICT lessons and junior form CL lessons, students explore the NES topics “Cyber Security” in a spiral manner: This includes exploring the ethical use of information and information technology, the importance of technological security and network security in safeguarding national security. 2. Students understand the importance of distinguishing the authenticity of information through the use of online learning tools in each subject. 3. Through project study, students are taught to collect and select appropriate information from reliable online sources, thereby practicing information literacy. 4. To support students’ pre-lesson preparation, study after class, exploration of advanced topics, and self-directed learning, the school has established "E-resources for supporting students’ self-directed learning" a few years ago. Each subject regularly updates its online resources to support students’ self-directed learning. 5. In the 2023-2024 academic year, our school was selected by the Gifted Education Section (STEAM Education) of the Education Bureau to be part of the gifted network school. The Science Department has taken the lead in this initiative, striving to enhance the learning and teaching of STEAM education in the school.
Life Planning	<ol style="list-style-type: none"> 1. Our school has arranged learning experiences relevant to students’ personal development needs, enabling them to strengthen their self-management skills and establish personal goals for learning. For example: <ul style="list-style-type: none"> • Education for Sustainable Learning Programme (Organized by UNESCO Hong Kong Association) • STEM+E Competition • Enhanced Smart Teen Project (Disciplined Services Training) • Learning & Teaching Expo • Bett Show in London • Career Sparkle experiential activity for S3 students • Individual guidance on the JUPAS application and interview workshop for S6 students • Class periods held at respective student levels 2. Different forms had their particular themes, including seminars on further studies, visits to local and overseas universities, workplace experiences, group interviews, etc. 3. The latest information on further studies is provided through online platforms. 4. The school has established several scholarships, including the new “Dr. Therese LU Health Care Scholarship”, which aims at encouraging students to pursue excellence, develop their potential, and attain higher achievements in the healthcare sectors.

<p>Healthy Lifestyle</p>	<ol style="list-style-type: none"> 1. Motivated by a growth mindset, our school is committed to cultivating students’ lifelong and self-directed learning skills. Students learn to be positive, appreciate their efforts and progress, and directly face their own successes and failures. (stakeholders survey results: S09) 2. The school has cultivated a positive learning atmosphere for students to showcase their academic achievements. Students are inspired to set higher goals and are more willing to overcome learning challenges. (stakeholders survey results: S06, S11) 3. Tiered assignments were arranged to cater for the diverse needs of our students. This allows students to challenge themselves according to their individual abilities. There is a noticeable increase in their learning initiative. (stakeholder survey results: S07) 4. The school cares about the physical and spiritual well-being of students. We have created an evangelical ambience through Alpha courses, hymn sharing, and gospel gatherings. 5. Enhanced Smart training camps, groups focusing on various topics, and mental health courses were organized to enhance students' perseverance and their mutual care and harmonious relationships. (stakeholder survey results: S16) 6. Roll call sharing had various themes. These included the promotion of a growth mindset and healthy mind, national education, national security education, environmental protection, sex education, and values education. Most of the sharing sessions were hosted by the students with the support of teachers. The content was up-to-date and encouraging. 7. Relaxation Day, Failure Experience Day and Education Camp were held at respective levels of S3-S6 students. A mental health course was held in S2. Big Brother and Sister Scheme was held for S1 students. Students learnt to think positively, alleviate their emotions, release their stress, and enjoy their lives. 8. Various committees connected with students through effective use of the social platform. The information included updates for further studies, encouraging messages from teachers and fellow students, and highlights of school events, etc.
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◆ **How good is our school in leading its continuous improvement and development for students' whole-person development and lifelong learning?**

School Management

1. The decision-making process is transparent, with development strategies being collaboratively formulated and agreed upon through consensus in various school administration meetings, including councils, panel heads, and staff discussions.
2. A comprehensive review of our strengths and weaknesses is routinely conducted through multiple meetings and evaluations to guide strategic planning.
3. The school management ensures effective communication with middle managers and teachers during the implementation of school policies.
4. The school strategically allocates diverse resources to enhance students' learning experiences and support their development, aligning with current educational trends.
5. The school management and middle managers collaborate closely, supporting each other while maintaining frequent contact with teachers and students.

Professional Leadership

1. The school management deploys resources and leads teachers to strategically support student learning and development.
2. The school encourages cross-curricular collaboration when implementing the school curriculum and work plans.
3. The school empowers and entrusts middle managers with responsibilities to develop their leadership skills for further capacity building, which in turn supports student development.
4. The Staff Development Committee actively organizes teacher professional training and sharing to respond to the school's major concerns and facilitate the school's strategy implementation. A mentoring programme has been developed to help newly appointed teachers address students' academic and growth needs.

c. How Can My School Be Better

i. What are our students' needs?

Students' Needs for Academic Excellence

1. **Cognitive skills**
Students' cognitive skills, such as note-taking, thinking, and transferable skills, need to be strengthened to facilitate self-directed learning and life-long learning.
2. **Language Proficiency**
Students' language proficiency should be enhanced to better apply the skills across various subject areas and reinforce their language use in daily life.
3. **Information Literacy**
Students should be equipped with the knowledge and skills to achieve digital well-being.
4. **Global Competence**
Students' global competence should be reinforced to examine local and global issues in an interconnected world.

Students' Needs for Whole-person Development

1. **A Habit of Healthy Lifestyle**
Students should adopt a healthy lifestyle and nurture an appreciation for the arts to achieve mental, physical, and social well-being.
2. **Social and Emotional Skills**
Students' social and emotional skills, including developing self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, should be nurtured to enhance their abilities to understand and manage emotions, express themselves effectively, and communicate with others in positive and healthy ways.
3. **Life Planning**
Students should be supported with life planning in order to make informed decisions about their future careers and set realistic goals.
4. **Perseverance**
Students' perseverance should be bolstered to cultivate a growth-oriented and resilient mindset for overcoming challenges.

ii. What is our school’s capacity for continuous improvement and development?

	Strengths	Areas for Improvement
<p>School Self-evaluation Effectiveness</p>	<ol style="list-style-type: none"> 1. The school employs EDB-provided and school-based self-evaluation tools for data collection. The findings from different subject panels and committees are then analyzed to inform planning. 2. The decision-making process is transparent. Development strategies were formulated and agreed upon through a consensus-building process held in school administration, councils, panel heads, and staff meetings. 3. Guided by the shared vision for school development, subject panels and committees formulate annual plans that align with the school’s development priorities. 4. School development tasks are reviewed regularly at various administrative levels. An annual review with a whole school approach is adopted to inform planning. This allows teachers to develop a thorough understanding of the school development objectives, progress and improvement needs. 5. The school reports performance to stakeholders to enhance transparency and accountability. 	<ol style="list-style-type: none"> 1. With the introduction of the Enhanced School Development and Accountability Framework by the Education Bureau, more support could be provided for teachers to stay abreast of the latest trends in education development and resources available. 2. With the new school development plan in place, timely adjustments of strategies and the redeployment of resources based on SSE information are required to steadily attain the targets.

	Strengths	Areas for Improvement
Professional capacity of and consensus among teaching staff	<ol style="list-style-type: none"> 1. The principal is experienced, possesses a network of external resources, and has devised a clear strategy for mobilizing these resources. Additionally, the principal is committed to improving the school in alignment with the latest educational initiatives. 2. The school encourages cross-domain collaboration when implementing the school curriculum and work plans. 3. The school empowers and entrusts middle managers with significant responsibilities to develop their leadership skills for further capacity building. 4. The school management and the middle managers work in close collaboration and support each other. They maintain close contact with teachers and students. 5. Good practices are regularly shared in the panel head’s meetings to enhance teaching effectiveness 6. The Staff Development Committee actively organizes teacher professional training and sharing to respond to the school’s major concerns and facilitate the school’s strategy implementation. A mentoring programme has been developed to help newly appointed teachers address students’ academic and growth needs. 	<ol style="list-style-type: none"> 1. Training programs could be designed for middle managers to enhance their coordinating and advisory capacities. 2. A professional sharing culture could be strengthened across committees and subject panels for improving the quality of learning and teaching. 3. A focus on teachers’ spirituality could be further developed in training activities to foster a supportive and compassionate school ethos.

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

1. To equip students with a breadth and foundation of knowledge

- 1.1 To motivate students to become independent learners
- 1.2 To draw upon students' knowledge to make associations and transfer learning

2. To develop a healthy lifestyle in students

- 2.1 To promote students' all-round development in the spiritual, moral, intellectual, physical, social and aesthetic aspects
- 2.2 To motivate students to flourish in character and capability

3. To foster students' national and global identity

- 3.1 To deepen students' understanding of Chinese culture and contemporary progress, including the National 14th Five-Year Plan, the Belt and Road Initiative, and Development of the Greater Bay Area
- 3.2 To develop students' sense of responsibility and commitment to society, the nation and the world, including Sustainable Development Goals and ESG

VI. 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. Major Concern 1: To enrich the vibrant learning community

Targets:

1. To enhance students' learning motivation to embrace new knowledge and opportunities for future goals
2. To foster students' self-directed learning so that students can identify ways for self-improvement
3. To construct a broad and solid knowledge base among students so as to enhance students' capacity of integrating knowledge and skills across curriculum to innovate for the common good
4. To strengthen students' generic skills and foster inspirations among students through showcasing their learning outcomes

2. Major Concern 2: To enhance students' spiritual, physical, mental and social wellness

Targets:

1. Spiritual Wellness
 - to cultivate students' spiritual temperament
2. Physical and Mental Wellness
 - to establish students' healthy lifestyle and to enrich students' life experience, nurture positive thinking and perseverance, and foster life planning
3. Social Wellness
 - to foster a spirit of unity and promote benevolence among students to empower them to serve the school, society and country

School Theme: Motivational Mind, Flourishing Life, Constructive Vibe

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

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Secondary Education)
		Year 1	Year 2	Year 3		
1. To enrich the vibrant learning community	1. To enhance students' learning motivation to embrace new knowledge and opportunities for future goals	✓	✓	✓	<ul style="list-style-type: none"> • Enhance the interface between primary and secondary education • Conduct co-planning studies • Conduct staff development programmes 	<ul style="list-style-type: none"> • Breadth of knowledge • Generic skills • Life Planning
	2. To foster students' self-directed learning so that students can identify ways for self-improvement	✓	✓	✓	<ul style="list-style-type: none"> • Goal-setting • Self-planning • Self-monitoring • Self-evaluation • Revision 	<ul style="list-style-type: none"> • Generic skills
	3. To construct a broad and solid knowledge base among students so as to enhance students' capacity of integrating knowledge and skills across curriculum to innovate for the common good	✓	✓	✓	<ul style="list-style-type: none"> • Expose junior form students to problem-based learning which challenges students to collaboratively find answers to real-world problems • Organize SDGs Learning Fair to enhance cross-curricular collaboration 	<ul style="list-style-type: none"> • National and global identity • Breadth of knowledge • Generic skills • Information literacy
	4. To strengthen students' generic skills and foster inspirations among students through showcasing their learning outcomes	✓	✓	✓	<ul style="list-style-type: none"> • Strengthen students' generic skills with subject-related activities and competitions inside/outside the classroom • Improve students' language proficiency • Extend students' learning experiences 	<ul style="list-style-type: none"> • Breadth of knowledge • Language proficiency • Generic skills

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Secondary Education)
		Year 1	Year 2	Year 3		
2. To enhance students' spiritual, physical, mental and social wellness	1. Spiritual Wellness - to cultivate students' spiritual temperament	✓	✓	✓	<ul style="list-style-type: none"> • Organize religious activities • Organize class and form meetings 	<ul style="list-style-type: none"> • Healthy lifestyle
	2. Physical and Mental Wellness - to establish students' healthy lifestyle and to enrich students' life experience, nurture positive thinking and perseverance, and foster life planning	✓	✓	✓	<ul style="list-style-type: none"> • Promote healthy nutrition and a carbon-neutral lifestyle • Collaborate with the EDB and NGOs • Organize activities, roll call sharing, assemblies, class teacher periods and workshops 	<ul style="list-style-type: none"> • Healthy lifestyle • Life planning • Generic skills
	3. Social Wellness - to foster a spirit of unity and promote benevolence among students to empower them to serve the school, society and country	✓	✓	✓	<ul style="list-style-type: none"> • Expose students to the development of our country through talks and activities • Organise social service learning activities 	<ul style="list-style-type: none"> • National and global identity • General skills