Hong Kong Sze Yap Commercial and Industrial Association
Wong Tai Shan Memorial College

School Development Plan
2026/27 – 2028/29



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(1) School Vision & Mission

The school was founded by renowned professionals of the HK Sze Yap Commercial and Industrial Association in response to the Hong Kong Government's call for introducing universal education in the 1970s and with the spirit of long-term nurturing of the next generation. Throughout these years, we build our school on the five aspects of education, moral, intellectual, physical, social and aesthetic development, and upon the school motto of faithfulness, forgiveness, diligence and intelligence. We strive to raise the academic and moral standards of students and aim at providing an open and pleasurable learning environment so that students can realize their full potential. It is our wish to produce responsible citizens who are physically and mentally healthy and are both sociable and righteous.

(2) School Goals

1. To help students develop positive values and attitudes towards life.
2. To prepare students to achieve goals that give meaning to their life.
3. To equip students with knowledge and skills to cope with the ever-changing world.
4. To help students explore their potentials by providing them with multifarious extracurricular activities.
5. To help students become responsible citizens and develop a sense of commitment contributing to our society.

(3) School Motto

The design of our school badge is adapted from that of the Hong Kong Sze Yap Commercial and Industrial Association. The four yellow rings intersect in the middle, representing the four regions Enping(恩平), Kaiping(開平), Xinhui(新會) and Taishan(台山) that mutually support each other. The blue in the background symbolizes water whereas the red symbolizes earth, embodying a profound philosophy with a simple design.

The motto of our school is "Faithfulness (忠), Forgiveness (恕), Diligence (勤) and Intelligence(敏)", all of which are the traditional virtues in our Chinese culture. It is anticipated that our students can learn to be faithful and accepting of the shortcomings of others, be dedicated to their studies and make justified decisions without bias.

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2023/24 – 2025/26

Major Concern and target	Extent of the target achieved, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
Major Concern 1: To elevate academic and non-academic achievements through enhancing learning and teaching effectiveness and widening students' exposure Target(s): • To improve students' academic achievement and performance through various measures • To elevate non-academic achievements through widening students' exposure • To enable students to make informed and responsible future choices by widening their exposure	• Partly achieved • Fully achieved • Partly achieved	• Incorporated as routine work • Incorporated as routine work • Incorporated as routine work	/
Major Concern 2: To enhance students' well-being through cultivating positive values and appreciative ethos Target(s): • To promote positive values and appreciative ethos through reading and other activities • To cultivate positive relationships in houses • To cultivate students' sense of responsibility by encouraging their participation in class duties, and enrich their school life and foster a positive class atmosphere as well as enhance their sense of belonging. • To cultivate positive values with the theme of "Responsibility" and guide students to reflect on the spirit of school rules in order to establish proper values.	• Fully achieved • Fully achieved • Partly achieved • Partly achieved	• Incorporated as routine work • Incorporated as routine work • Incorporated as routine work • Incorporated as routine work	/

Major Concern 3: To foster biliteracy and trilingualism among students Target(s): • To conduct regular and thematic English and Putonghua activities • To create a rich trilingual learning environment through reading • To boost our EMI environment through a variety of measures and activities	• Partly achieved • Partly achieved • Partly achieved	• Incorporated as routine work • Incorporated as routine work • Incorporated as routine work	/

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

B1) How good is our students' performance in achieving the seven learning goals?

(1) National Identity and Global Perspective

- In terms of learning and teaching resources, relevant values and attitudes have been embedded directly into junior reading materials through topics such as Chinese Fables and National Flood Management. For senior levels, students engaged with texts exploring the core Chinese traditional virtue of Filial Piety to bridge classic Confucian values with modern ethical contexts. F.5 students utilized curated news articles and multimedia clips about the National Games to explore the spirit of national pride in the domains of sports development and sportsmanship, effectively deepening their connection to national sporting events. The school has also utilized the "Think • Create • Chinese History - Student Self-Learning Platform," which has boosted student engagement through animations, games, and multimedia clips, effectively cultivating students' interest in Chinese History and strengthening their sense of national identity.
- For our internal activities, the school has systematically planned and implemented national education by closely adhering to the EDB's "National Education - Event Planning Calendar," organizing campus activities such as the "National Conditions from Multiple Perspectives" Book Fair, Chinese Culture Day, Constitution Day, and National Security Education Day through cross-departmental collaboration. For instance, our Chinese Culture Day, held prior to the Lunar New Year, featured traditional activities such as spring cleaning, paper cutting, Fai Chun writing, and martial arts as well as lion dance performances, allowing students to experience the fun and reflect on the meaning of Chinese culture in a festive atmosphere. Meanwhile, constitutional order was promoted through specialized thematic exhibition boards in the school hall that introduced the Constitution and the Basic Law, complemented by quiz competitions and book displays that enjoyed active student participation. In particular, to broaden our senior students' perspectives beyond their textbooks, we organized two well-received talks:

"China's Road to Innovation and Technology" and "China's Role in Economic Globalization," where students demonstrated keen attention, interacted enthusiastically with the speakers, and gained a deep understanding of our country's technological advancements and strategic position in the global economy, effectively stimulating their sense of national pride.

- The school recruited and trained 30 students for the Constitution and Basic Law Student Ambassadors Training Scheme to assist teachers in organizing core school events of civic and national education, including flag-raising ceremonies, Constitution Day, the National Memorial Day for the Victims of the Nanjing Massacre Exhibition, and National Security Education Day. These experiences significantly boosted the ambassadors' understanding of the Constitution, the Basic Law, national security, and national development, successfully establishing a strong national concept among them.
- Regarding our flag-raising ceremonies, throughout the year, the school held 44 flag-raising ceremonies and 34 "Speeches under the National Flag," with school administrators and teachers delivering 20 of these speeches, and students delivering 14. The flag-raising procedures operated smoothly, and students showed obvious progress compared to previous years, demonstrating greater engagement in terms of both etiquette and the singing of the national anthem, while student representatives and study tour participants shared their personal insights during the speeches to reinforce national identity through a peer perspective.
- For external exposure, experiential learning was further expanded through mainland study tours, where students experienced the rich essence of Chinese culture first-hand, deepened their understanding of national conditions, and gradually built cultural confidence. In parallel, the school consistently arranged for students to join external national education competitions, achieving overall student participation rates across major events that regularly exceeded 90%, reflecting a deep understanding of national affairs. Notably, our students often garnered territory-wide institutional honors. For example, we were awarded the prestigious "Most Active Participation School Award" in both the Hong Kong Schools National Security Knowledge Challenge (2025/26) and the 2026 Constitution and Basic Law Territory-wide Inter-school Quiz Competition. Ten student representatives were selected for the 18th Hong Kong Cup Diplomatic Knowledge Contest, while our F.3 students joined the "National Security Good Student" Secondary School Quiz Competition, winning the 2nd Runner-up and the "Most Outstanding Cheerleading Team Award." To learn from our country's historical figures, our students also actively took part in the "Selection of Annual Chinese Historical Figures 2025." Overall, though some students still relied quite heavily on teachers' active encouragement when joining external inter-school competitions and their preparation prior to these events was at times slightly insufficient, our general student participation rates in national condition activities and competitions have continued to rise.
- To specifically cultivate students' global perspectives, a group of F.4 and F.5 students represented the school for the first time at the prestigious Model United Nations (MUN) Conference hosted by Singapore International School. Stepping into the shoes of global diplomats alongside international school peers, our delegates engaged in dynamic debates and strategic negotiations to examine global issues, effectively fostering deep empathy and a broader global identity.

(2) Breadth of Knowledge

- Our school has systematically enhanced our reading framework to cultivate diverse learning experiences and enrich students' breadth of knowledge. For junior forms, regular morning reading periods were scheduled every cycle, utilizing teacher-tailored materials equipped with

essential glossaries to explore engaging daily topics, values education, and national education. Concurrently, a robust system of subject-based extended and extensive reading was adopted across departments to further arouse students' interest in diverse disciplines while both broadening and deepening their subject-specific knowledge. Besides, we had our Reading Across the Curriculum (RaC) initiatives, where subject panels curated recommended booklists for 2026–2027 with a variety of English titles for junior and senior forms, including mandatory STEAM titles, which were actively embedded into teaching and learning alongside expanded writer's talks and high-engagement library activities. Meanwhile, to broaden students' horizons beyond traditional textbooks, the school introduced the NowBook Digital e-book platform, facilitating online reading across mobile devices and PCs to offer students instant access to a diverse range of cross-disciplinary fields, current affairs, and cultural resources, thereby promoting cross-curricular reading and cross-disciplinary study. Furthermore, a selected team of F.3 student representatives participated in the "READmarkables" Outdoor Reading Challenge Day co-hosted by the EDB and Ocean Park, immersing themselves in bilingual, cross-curricular materials focused on animal conservation to deepen both their literacy skills and ecological knowledge through real-world contexts.

- To complement classroom learning, the school curated an exceptionally rich spectrum of whole-school hall assemblies and experiential outings every cycle, exposing students to a vast scope of cross-disciplinary domains. Inside the hall, students engaged in an array of expert-led talks and interactive showcases designed to foster holistic development. These encompassed crucial personal growth and well-being modules such as self-understanding, self-acceptance, emotion and stress management, sex education and interpersonal relationships, alongside targeted life planning initiatives like our JUPAS talk and careers mapping session. Furthermore, the assemblies served as a powerful vehicle for civic and national education, addressing contemporary issues like cyber security, crime prevention, food waste and a sustainable future, while cultivating patriotic awareness through the study of national symbols for instance. To deepen cultural appreciation, students were also treated to traditional performing arts, including captivating shadow play and puppetry shows. Beyond the campus, this extensive breadth of knowledge was brought to life through real-world exposures. Students participated in specialized workplace and university visits to broaden their horizons, toured landmark institutions like the Space Museum and prominent news agencies to enrich their scientific insights and media literacy, and took part in recreational outings such as bowling, which successfully combined physical relaxation for the body and mind with practical knowledge of sports culture and technique.
- Apart from widening students' breadth of knowledge through reading initiatives, our school organized different activities, such as field trips to geographical sites and visits to museums, exhibitions, and drama shows, to provide opportunities for students to engage in diverse learning experiences, allowing them to explore various topics beyond their regular curriculum. For instance, visits to the Hong Kong Museum of Art and Exhibition of Art Central introduced our students to different art forms and historical artifacts. By visiting universities, they gained insight into university life and entry requirements. By joining occasions like Future Responsible Business Leaders Summer Academy, they learned about the real-world integration of AI and business economics, which not only broadened their horizons, but also facilitated their career planning.

(3) Language Proficiency

- The use of AI tools plays a role in enhancing our students' language proficiency. Writing assignments were graded using LingoTask, funded by the Quality Education Fund. This provided immediate feedback loops for writing tasks. In parallel, both senior and junior students were

assigned regular speaking practice on Sayo (funded by the Self-directed Language Learning Grant), covering group interaction, individual responses, presentations, and reading aloud. The platform was deployed to provide individualized analysis.

- In terms of targeted support and learner enrichment, to systematically cater to diverse student profiles, after-school remedial classes for F.4 students and Saturday morning sessions for F.1 and F.2 students focused heavily on consolidating foundational language skills. Concurrently, high-achieving F.4 and F.5 students were encouraged to stretch their capabilities across advanced text types via an extended writing class running from September to May. Meanwhile, a dedicated, two-term enrichment class supported newly-arrived students in bridging vocabulary gaps, adapting smoothly to the local English curriculum, and gaining communication confidence.
- We provide a dynamic English immersion environment and extended language exposure on campus. To promote the spontaneous use of English outside the classroom, a diverse schedule of lunchtime activities, including inter-class debates and cross-curricular presentations honing students' public speaking skills, student busking performances, song dedication and movie appreciation sessions, festive celebrations, and more, successfully converted non-instructional time into valuable language learning spaces that prompted natural peer-to-peer interaction. In parallel, under the direct mentorship of English teachers, students systematically built their clarity of expression, audience engagement strategies, and vocal projection by drafting and delivering speeches to the entire student body during morning assembly presentations.
- Beyond these daily campus routines, we actively extend language immersion into the performing arts. Our acclaimed English Drama Club serves as a vital platform for immersive language learning. Building on a strong track record of accolades at the Hong Kong Schools Drama Festival and the EMI Drama Festival, the team celebrated our 50th anniversary this year by staging Echoes of Tomorrow in July. This completely original English musical brought our school's 50-year journey and proudest achievements to life, allowing students to sharpen their advanced language proficiency while honoring our rich history. Meanwhile, we also prioritize interactive platforms that connect our students with external counterparts. We systematically provided learning opportunities through friendly debate matches, where students formulated sharp arguments and comprehensive summaries. Driven by structured teacher guidance, the training directly refined their logic, composure, and public speaking skills. With these precious experiences, our students well strengthened their capabilities and earned individual Best Speaker recognition.
- To showcase their language talents, our students actively participated in prestigious external English competitions. In the 77th Hong Kong Schools Speech Festival, over 200 students took part in solo and choral speaking events, marking the first time two separate cohorts from F.2 and F.3 competed in choral speaking with commendable results. Furthermore, 184 junior form students participated in the EDB 'Speak Your Mind!' Competition, where our school clinched the Most Active School Participation Award. Notably, a student team won the prestigious Notable Content Creator Award, earning the distinction of having their video showcased on the official EDB YouTube channel, which successfully validated the high level of our students' spoken English proficiency and their capacity for creative, persuasive communication.

(4) Generic Skills

- Through targeted subject-specific projects and activities, students consistently demonstrated and sharpened their core communication, critical thinking, and collaboration skills. In Economics, infographic design and structured presentation tasks successfully developed students' analytical capabilities and visual organization. In Junior Science, the Space-exposed Seeds Nursery Project and its associated presentation competition allowed students to cultivate vital problem-solving skills, IT literacy, and perseverance through hands-on botanical tracking. Similarly, our Chinese Department's regular reading clubs for F.3 students fostered spontaneous peer communication and collaborative knowledge exchange, allowing students to articulate personal insights and share text reflections confidently with their peers.
- The development of independent inquiry and metacognition was further strengthened by our History Department, which effectively transformed students into active, reflective thinkers. Through essay writing workshops featuring a "Deconstruction & Reconstruction" phase, students utilized specialized visual tools and scaffolded examples to independently break down sample texts, sharpening their structural thinking and mastering academic writing mechanics. Furthermore, the introduction of systematic peer-review sessions and structured self-reflection opportunities empowered students to navigate independent inquiry and collaborative research. These rigorous internal practices, combined with participation in external history essay competitions, significantly enhanced students' organizational capacities and critical reasoning.
- For Geography as another example, our independent holiday field assignments required students to plan their own transportation, schedule their visits around natural cycles (like tidal times), and navigate the terrain in peer groups. This built their self-management capabilities, safety awareness, and active personal responsibility. The success of our rigorous training is vividly reflected in our students' outstanding performance in citywide competitions. A prime example is our Form 5 team who clinched the Championship at the Weather Observation Competition 2026. Outperforming 32 teams across Hong Kong, our students profoundly impressed a distinguished panel of Hong Kong Observatory meteorologists. Their winning project featured advanced microclimate fieldwork at Shek Kip Mei Park, where they utilized professional weather equipment and questionnaires to investigate the impact of rising temperatures on visitors especially the elderly.
- Driven by a commitment to fostering scientific innovation, we consistently provide cutting-edge platforms that stretch our students' practical generic skills. Selected Form 3 to Form 5 students have been engaged in a collaborative Chinese herbal medicine research initiative with Wa Ying College. Aimed at developing product prototypes for skincare and antibiotic research, this scientific endeavor has been directly guided by Professor Karl Tsim Wah Keung of HKUST, who serves as the project consultant and provides university-grade scientific instruments for student research. By immersing students in these authentic, elite scientific investigations, the initiative systematically inspires advanced computational thinking and hands-on problem-solving skills, empowering our students with the future-ready generic skills and self-directed capabilities required to excel as lifelong learners.

(5) Digital Literacy

- To help students lay a solid foundation for digital literacy in this present day with overwhelming texts and information from online sources, reading was fundamentally and strategically leveraged to cultivate analytical, self-directed learners. During reading periods and cross-departmental book exhibitions, students engaged with diverse texts across varied disciplines and difficulty levels. This extended reading

curriculum empowered students to independently synthesize complex information, evaluate diverse perspectives, including core societal values, and build critical research skills. By navigating these multifaceted texts, students were equipped with the vital ability to responsibly process and cross-reference information across print as well as digital platforms.

- In our curriculum, digital literacy is integrated across disciplines to develop students' capacity for critical inquiry. In the subject of History, digital tools like virtual reality, online archives, and multimedia presentations were utilized to create immersive learning environments where students learned to cross-reference primary sources and evaluate historical evidence. Additionally, AI-driven learning tools provided real-time feedback on essay structures, scaffolding the writing process while teaching students to evaluate AI-generated outputs critically and use modern technology ethically and responsibly to enhance their independent study.
- To cultivate digital literacy and critical thinking, our F.4 and F.5 students participated in life-wide learning activities involving visits to various media organizations. In light of this digital era when fake news is prevalent among online sources, these sessions focused on deepening our students' understanding of the operation and role journalism industry and the importance of media literacy, particularly in distinguishing factual information from misinformation. The significance of this sense of data literacy extends beyond the print-domain and well applies to the digital realm. Students also developed essential strategies for responsible social media usage and in turn were more aware of the issue of cyberbullying and how to combat it.

(6) Life Planning

- We are dedicated to promoting student growth by enhancing self-awareness and ensuring preparedness for upcoming educational and career prospects. Through a spiral methodology, we guide junior form students in recognizing their strengths and establishing clear goals, providing a firm foundation for choosing senior elective subjects, while empowering senior form students to explore a wide array of career options. This comprehensive approach starts with self-understanding, enabling students to identify their strengths, interests, and values. It then moves into career exploration, where they learn about different industries and higher education opportunities. Ultimately, students participate in goal-setting and decision-making, allowing them to formulate effective plans for successfully navigating their futures.
- We provided students with guidance on both local and non-local university applications, as well as advice on further studies and career options. A range of activities was organized to meet the varying needs of students at different stages. Our counselling initiatives included a F.3 talk on subject selection, a F.6 JUPAS and Multiple Pathways session, mock HKDSE results release, Career Aptitude Assessments, and a self-understanding workshop, all aiming at helping students better understand themselves and the requirements for further education and various professions. Additionally, teacher advisors were assigned to Form 3, 5, and 6 students to offer personalized counselling based on their individual needs in different phases.
- To promote proactive career and life planning, we organize university visits and encourage students to attend information days at various tertiary institutions. These initiatives aim to equip students with the knowledge needed to make informed decisions about their future academic paths in line with their interests and aspirations. Not only did they gain valuable insights into university life, but they also had the chance to interact with faculty members and current students. Furthermore, workplace visits and other career-related OLE activities were conducted to assist students in their career planning, further motivating them to pursue their educational goals. This year, we joined the programme of "On-

site Support Services on Life Planning Education Activities for Non-Chinese Speaking Students (NCS)", which provides NCS students with training and career exploration opportunities.

(7) Healthy Lifestyle

- We are committed to promoting the overall well-being of students. We encouraged holistic development by nurturing students' physical health and ensuring their welfare through a variety of initiatives. We partnered with the Department of Health to provide influenza and HPV vaccinations and encouraged students to enroll in the School Health Service. Additionally, we actively monitored the quality and safety of tuckshop food and lunchboxes. By organizing food tasting sessions and passing on feedback from students and parents, we ensured the suppliers met our community's needs. Building on this commitment to healthy living, we also collaborated with the PTA and our alumni to host our Fruit and Veg Day. This joint effort successfully fostered nutritious habits while further strengthening our school bonds.
- To cultivate physical wellness and emotional resilience through a balanced school life, promoting important themes like togetherness, unity, collaboration, perseverance, responsibility, and commitment, we organize whole-school functions every year, such as the school picnic, Athletic Meet, Aquatic Meet, Christmas celebration, Arts Night and post-exam activities. Moreover, our Student Union and House Committee coordinate various inter-house and club activities, including basketball, football, volleyball, table tennis, badminton, and dance competitions. Together, these initiatives ensure our students develop vital physical literacy and maintain a healthy, active balance between their academic and personal growth.
- To nurture psychological well-being as a core pillar of a healthy lifestyle, our Mindfulness in School Programme was successfully integrated into the Life Values Education curriculum to help students cultivate a positive and resilient perspective on life. By strengthening ties with external professional bodies, notably the Mental Health Association of Hong Kong through the "Quality Mental Health Campus Project," we continued to elevate mental health awareness and resource accessibility across the entire campus.
- To further reinforce our school's commitment to student well-being, our Guidance and Counselling Section successfully hosted two campus-wide wellness initiatives in our school hall. Our post-test Happy Caring Day provided a targeted platform for self-care and community connection, where students created handcrafted gifts and shared uplifting peer messages on our Cheering Wall to foster mutual support. Complementing this, our Energy Boost Day served as a dynamic lunchtime recharge hub. Through interactive well-being games, specialized stress-relief stations, and an experiential ice cream redemption offer, this pre-exam event alleviated our students' academic pressure, fueled their positive mindsets, and equipped them with the psychological resilience to navigate examination challenges.
- Besides, we organized diverse physical initiatives to actively advocate a healthy lifestyle and promote lifelong physical well-being. Our 50th Anniversary Alumni Association Campus Charity Run united 26 teams of students, teachers, and alumni, who collectively accomplished 463 laps, far surpassing the initial 250-lap goal, to champion personal perseverance and wellness. Complementing this collective effort, a post-exam Fitness Challenge programme was introduced for each form. This energetic initiative engaged students and class teachers in specialized physical games designed to enhance core and muscular strength, effectively embedding active living, class inclusivity, and physical health into our school culture.

B2) How good is our school in enriching students' learning experiences for their whole-person development and lifelong learning?

- Broad and Balanced Co-curricular Framework: The school systematically enriches the student experience by organizing major whole-school events, such as the Athletic Meet, Aquatic Meet, Arts Night, Christmas celebration, and school picnic, alongside numerous opportunities for participation in competitions (basketball, football, volleyball, table tennis, badminton, dance, and more) to cultivate physical literacy, emotional resilience, and lifelong healthy habits.
- Immersive Language and Cultural Exposure: Students are provided with a dynamic language immersion environment through diverse lunchtime activities, such as debates, busking, and movie appreciation, and high-engagement library initiatives. This experiential learning is extended through mainland study tours, cross-departmental collaborations like the "National Conditions from Multiple Perspectives" Book Fair and Chinese Culture Day, and elite external opportunities like the Model United Nations (MUN) Conference in Singapore.
- Technology-Enhanced and Life-Wide Learning: Learning experiences are modernized across disciplines using digital tools, including virtual reality and online archives in History, and AI-driven platforms like LingoTask and Sayo for immediate language feedback. These internal curriculum structures are effectively complemented by life-wide learning activities, such as visits to media organizations to enhance students' information literacy, university campus visits, and professional programs like the Future Responsible Business Leaders Summer Academy.
- Diverse Paths for Self-Understanding and Career Exploration: Utilizing a progressive, spiral methodology, our school equips students for future prospects through personalized OLE activities, Career Aptitude Assessments, workplace visits, and targeted career exploration support under the "On-site Support Services on Life Planning Education Activities for Non-Chinese Speaking Students (NCS)" program.

B3) How good is our school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

- Strategic Planning and Policy Alignment: School leadership drives continuous improvement by closely adhering to official frameworks, such as the EDB's "National Education - Event Planning Calendar," to systematically plan cross-departmental initiatives (Constitution Day, National Security Education Day) and embed stipulated core values directly into reading materials across junior and senior forms.
- External Collaboration: We actively enhance campus resource accessibility by building strong ties with external bodies and establishing strategic networks. Examples of partnerships include the Mental Health Association of Hong Kong for the "Quality Mental Health Campus Project," the Department of Health for campus-wide vaccination drives, and the PTA and alumni networks for wellness events like Fruit Day.
- Empowering Student Leadership: Leadership opportunities cultivate students' sustainable all-round competencies for lifelong learning. This is evidenced by recruiting and training 30 Constitution and Basic Law Student Ambassadors to lead civic events and empowering the Student Union and House Committees to coordinate diverse activities and events.
- Data-Driven Evaluation and Talent Development: We utilize various funding, such as the Quality Education Fund and the Self-directed Language Learning Grant, to deploy advanced analytical tools for individualized evaluation and feedback to enhance students' learning outcome. While identifying areas for improvement, such as addressing students' reliance on teachers' encouragement during the preparation for inter-school contests, our teachers' continuous coaching and guidance have successfully driven up overall participation rates and garnered territory-wide accolades for our students' keen engagement.

c. How Can Our School Be Better

C1) What are our students' needs?

- Academic Autonomy and Self-Directed Learning: Students require more structured support to cultivate stronger study routines and build sustained reading habits across print and digital platforms to meet cross-disciplinary learning goals.
- Targeted Academic Enrichment: High-achieving and motivated individuals need clearer pathways to excel through gifted and enrichment initiatives that successfully stretch their academic ambition and maximize their growth potential.
- Personalized Guidance: Some students, particularly the passive ones, would need proactive, individualized counseling to help them explore interests and alleviate transitional concerns, thereby gradually adopting a confident mindset toward active participation in their school life.
- Holistic Values and Character Education: To navigate daily life and personal growth, students need a cohesive curriculum framework that explicitly connects subject-specific learning with emotional management, interpersonal relationships, and core priority values.

C2) What is our school's capacity for continuous improvement and development?

- Robust Financial Capital: A comprehensive and diversified portfolio of over a dozen government and school-based grants, encompassing specialized allocations for AI innovation, self-directed learning, parent education, and more, provides abundant infrastructural capability and strategic leverage to optimize a full spectrum of students' academic advancement as well as their non-academic development needs.
- Strong Cross-Sectional Synergies: Highly established collaborative ties across all departments and sections ensure the efficient execution of school-wide measures and cross-disciplinary initiatives, ranging from AI-enhanced digital innovation and comprehensive Life Values Education to campus-wide events like our Chinese Culture Day.
- Dynamic Professional Development: The school possesses a clear framework to address the evolving needs of our staff. This includes mentoring and classroom management support for novice teachers, collaborative peer-sharing initiatives for experienced staff, and specialized strategic training for middle leaders.

C3) What are the development priorities of our school for enhancing the whole-person development and lifelong learning of our students?

- Enhancing Student Autonomy in External Competitions: To build on our rising participation rates, a key priority is to scaffold students' preparation for territory-wide contests such as national education quiz challenges and speech festivals, shifting the mode from teacher-reliance to self-directed readiness.
- Consolidating EdTech and AI for Independent Inquiry: We will deepen the integration of advanced learning analytics tools and subject-specific AI platforms to reinforce ethical, responsible, and self-directed learning habits across junior and senior forms.
- Fostering Campus-Wide Well-being: We aim to fortify student resilience by deepening our wellness initiatives and mindfulness practices, leveraging both school-based expertise and external resources to cultivate a compassionate, supportive school climate.

Major Concerns of the 2026/27 – 2028/29 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-driven lifelong learners striving for excellence with clear targets, skills and knowledge
2. To develop students to be principled youngsters with resilience, compassion and a serving heart

School Development Plan (2026/27 – 2028/29)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. To nurture students to be self-driven lifelong learners striving for excellence with clear targets, skills and knowledge	To continuously enhance curriculum quality and pedagogical efficacy, thereby empowering students with the foundational knowledge, reflective skills, and self-directed learning capabilities to pursue ongoing academic excellence	✓	✓	✓	• Align departmental QA mechanisms to embed self-directed learning across the curriculum	Generic Skills, Breadth of Knowledge
	To pioneer digital innovation and integrate cutting-edge AI technologies across the curriculum, equipping students with advanced technological literacy and future-ready capabilities to thrive as self-driven lifelong learners	✓	✓	✓	• Drive digital education and future-ready literacy through strategic AI and BYOD frameworks • Partner with tertiary institutions to spearhead pedagogical innovation in AI-assisted science education • Enhance internal knowledge-transfer and peer exchange to sustain teacher capacity in digital pedagogy • Mobilize data-driven teacher focus groups to pilot targeted, AI-driven instructional interventions • Deploy adaptive AI platforms to personalize student resources and facilitate self-paced learning • Utilize the School Efficiency Grant to upgrade hardware and modernize interactive learning facilities • Leverage external funding to expand discipline-wide digital diagnostics and adaptive assessment platforms • Collaborate with tertiary and corporate partners to provide high-level, experiential STEAM research platforms	Digital Literacy, Generic Skills, Breadth of Knowledge

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. To nurture students to be self-driven lifelong learners striving for excellence with clear targets, skills and knowledge	To empower students with the knowledge, skills, and self-directed capabilities for lifelong learning via our Life Values Education curriculum	✓	✓	✓	• Embed intrinsic target-setting frameworks within the cycle-based Life Values Education curriculum • Implement targeted F.3 self-discovery workshops to facilitate informed senior secondary subject selection	Life Planning, Generic Skills, Healthy Lifestyle
	To foster a supportive self-study culture that empowers students to take ownership of their learning, seek proactive guidance, and effectively work toward their individual academic targets	✓	✓	✓	• Maximize Study Room utility by scheduling expert mentor consultations during student self-study hours	Generic Skills, Breadth of Knowledge
	To stretch the potential of high-ability students by empowering them to be self-driven in acquiring advanced skills and knowledge, inspiring them to strive for exceptional excellence in their areas of talent	✓	✓	✓	• Systematically manage the student talent pool to coordinate specialized, multi-tiered gifted education programmes	Breadth of Knowledge, Generic Skills, Language Proficiency

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. To nurture students to be self-driven lifelong learners striving for excellence with clear targets, skills and knowledge	To equip students with critical information literacy and robust knowledge of national affairs, enabling them to evaluate information objectively and develop the essential skills needed for self-driven lifelong learning	✓	✓	✓	• Coordinate media agency visits to enhance information literacy and real-world problem-solving skills • Leverage Student Ambassadors and cross-departmental reading resources to deepen national perspectives	Digital Literacy, National Identity and Global Perspective, Generic Skills, Language Proficiency
	To empower students to make informed, self-driven decisions about their academic and career pathways by equipping them with clear targets, institutional knowledge, and strategic planning skills	✓	✓	✓	• Implement a progressive F.1–F.6 spiral curriculum utilizing the 3-Step Career and Life Planning Cycle	Life Planning, Generic Skills, National Identity and Global Perspective
	To optimize the structural efficiency and organizational governance of the Student Union as the premier student representative body, equipping core student leaders with systematic, self-directed management skills	✓			• Standardize operational and budgetary templates to build self-directed management competencies in student leaders	Generic Skills, Life Planning

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
2. To develop students to be principled youngsters with resilience, compassion and a serving heart	To promote holistic student development by cultivating emotional resilience, self-awareness, and principled character through a structured, multi-tiered Life Values Education curriculum alongside a variety of value-driven experiential learning initiatives	✓	✓	✓	• Implement a comprehensive F.1–F.6 cycle-based Life Values Education curriculum across core modules • Execute targeted, level-specific stress-management and resilience-building wellness initiatives • Organize motivational guest sharing sessions to inspire positive values and mutual peer support • Host regular lunchtime musical platforms to foster a warm, appreciative campus culture	Healthy Lifestyle, Generic Skills
	To cultivate a school-wide culture of wellness and emotional resilience by equipping students with mindfulness techniques, mental health awareness, and practical coping strategies for self-care	✓	✓	✓	• Integrate mindfulness exercises and tactile relaxation workshops to build day-to-day emotional resilience • Execute multi-disciplinary PERMA wellness promotions and train student gatekeepers to foster peer support	Healthy Lifestyle, Generic Skills, Language Proficiency
	To utilize diverse school-based reading initiatives and thematic literary resources to foster principled values in students, deepening their capacity for resilience, empathy, and service to others	✓	✓	✓	• Embed thematic reflective reading modules to cultivate principled character, resilience, and compassion • Organize campus-wide literary and empathy-driven reading campaigns to inspire mutual compassion	Language Proficiency, Generic Skills, Breadth of Knowledge

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
2. To develop students to be principled youngsters with resilience, compassion and a serving heart	To foster a peer-led culture of academic support and cultivate a strong sense of responsibility among our learning-focused student leaders, enabling them to lead with compassion and a serving heart	✓	✓	✓	• Design structured leadership frameworks for student leaders to foster a peer-led service culture	Generic Skills, Life Planning
	To nurture students to be compassionate, principled individuals with a dedicated serving heart by providing structured opportunities to care for and actively support both their peers within the school community and the needy in the wider society	✓	✓	✓	• Provide diverse, high-responsibility internal service platforms to cultivate student leadership and peer empathy • Mobilize student participation in external charitable flag-selling campaigns to foster community service spirits • Partner with youth federations on community relief schemes to distribute provisions to underprivileged families • Coordinate PTA intergenerational service projects to deliver handcrafted winter gifts and care to district elderly	Generic Skills, Language Proficiency, Healthy Lifestyle, National Identity and Global Perspective