



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

## School Development Plan

2023/24 – 2025/26

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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 2020/21 - 2022/23

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
<p><b>Major Concern 1:</b> To enhance the qualities of learning and teaching</p> <p>Target(s):</p> <ul style="list-style-type: none"> <li>• Enhancing learning effectiveness in class</li> <li>• Teachers' professional development on pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• Partly achieved</li> <li>• Partly achieved</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporated as routine work</li> <li>• Incorporated as routine work</li> </ul>	/
<p><b>Major Concern 2:</b> To enhance STEM education - To strengthen students' ability to integrate and apply knowledge and skills, and to nurture students' creativity, collaboration and problem-solving skills</p> <p>Target(s):</p> <ul style="list-style-type: none"> <li>• Set up main themes to promote STEM Education</li> <li>• Apply funding from various sources</li> <li>• Review the curriculum of Computer Literacy</li> <li>• Enhance the professional development of teachers</li> <li>• Strengthen leadership of students through organizing STEM activities</li> <li>• Widen the exposure of students through activities and competitions</li> </ul>	<ul style="list-style-type: none"> <li>• Fully achieved</li> <li>• Partly achieved</li> <li>• Partly achieved</li> <li>• Partly achieved</li> <li>• Fully achieved</li> <li>• Fully achieved</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporated as routine work</li> <li>• Incorporated as routine work</li> <li>• To be revisited when the need arises again</li> <li>• Incorporated as routine work</li> <li>• Incorporated as routine work</li> <li>• Incorporated as routine work</li> </ul>	/

<p><b>Major Concern 3:</b> Fostering a positive school culture, cultivating an active and optimistic attitude - To focus on the development of students' character strengths, virtues, positive emotions and attitudes when facing challenges in life with resilience in order to accomplish a fulfilling life.</p> <p>Target(s):</p> <ul style="list-style-type: none"> <li>• Allow students to discover their personal value and develop their character strengths</li> <li>• Strengthen school connectedness and positive relationships</li> <li>• Raise parents' understanding of positive parenting and allow them to master related skills</li> <li>• Elevate a sense of achievement among students</li> <li>• Create a positive school environment</li> </ul>	<ul style="list-style-type: none"> <li>• Partly achieved</li> <li>• Partly achieved</li> <li>• Partly achieved</li> <li>• Partly achieved</li> <li>• Partly achieved</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to be a major concern for the next development cycle with adjusted target(s)</li> <li>• Continue to be a major concern for the next development cycle with adjusted target(s)</li> <li>• Continue to be a major concern for the next development cycle with adjusted target(s)</li> <li>• Incorporated as routine work</li> <li>• Incorporated as routine work</li> </ul>	/
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**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 and Global Identity**

- Our students are generally willing to know more about the Chinese culture and are used to speaking Mandarin. They gradually establish a sense of recognition towards their identity through a wide range of national education occasions (e.g. flag-raising ceremonies and mainland exchange) and through activities that promote Chinese culture (e.g. lantern riddles at Mid-Autumn Festival, Chinese Cultural Day, Patriotic Films Appreciation: My People, My Homeland, and visiting Dr Sun Yat-sen Museum), the provision of reading materials like Chinese customs related to some festivals like Chinese New Year, Lantern Festival and the exhibition of lanterns in West Kowloon District which are related to their present-day celebrations, and related parts in our curriculums such as Chinese painting in VA.
- Our 43 flag raising practices, 6 speeches under the national flag, and exchange tours to China promoted national identity and cultural exchange. By visiting cities in China like Beijing, Shenzhen and Guangzhou, students were given chances to experience different customs and cultures and have some exchange activities with local students. These are opportunities to deepen their understanding of national history, culture, and values so as to foster a sense of national identity. By visiting Hong Kong Palace Museum and having a National Security Education Talk by

Ms. Elsie Leung Oi-sie, GBM JP during our staff development days, teachers also gained more understanding of our country and in turn will do better in nurturing our students.

- National Security Day and National Constitution events such talks and exhibitions were launched to promote awareness and understanding of our country's governance and security. The events highlighted the need for vigilance and proactive measures to safeguard national interests and deepen students' understanding of the constitution's role in promoting social harmony.
- According to the daily observation of teachers, students have gained better national identity in the second term, as compared to the first term. This is illustrated from the improvement shown from our students in their etiquette during the flag raising ceremony.
- Our students demonstrate eagerness in learning Chinese culture, such as during our Chinese Cultural Day before the Lunar New Year Holiday. They also show a good attitude during our flag raising sessions. Many students demonstrate a sense of respect and responsibility towards national symbols such as the flag, as evidenced by their willingness to participate in the ceremony and their appropriate behavior during the event. However, it is admitted that the national identity of our students can still be further strengthened. When it comes to teaching them about the concepts of National Constitution, Basic Law and political system in the CSD lessons, they usually show a lack of interest in these topics and hence find it hard to be engaged in the lesson. They tend to think that these concepts are irrelevant to their daily life. While students are generally able to sing the National Anthem well, again, some are not engaged in the occasion, which suggests a possible lack of emotional connection or understanding of the significance of the anthem. Furthermore, despite demonstrating appropriate manners, some students may not show a strong sense of pride or ownership towards their national identity. This suggests a need for more education and exposure to topics such as national development and achievements, which would help students better appreciate their country and its culture.
- Overall, students' willingness to participate in national events and their demonstration of appropriate behavior is a positive sign. With continued education and engagement, students will further develop a sense of pride and responsibility towards their national identity.
- As for global identity, students are given reading articles about different cities and countries during the reading periods and in the reading materials given during English lessons. However, their sense of global identity is a bit weak. They do not have a strong sense of belonging to the world community and are not well aware of the challenges facing other countries, or the importance of global sustainable development. Again, continued education and exposure will help boost their global knowledge and sense.

## **(2) Breadth of Knowledge**

- Our school often organizes different activities, such as field trips at geographical sites and visits to museums, exhibitions, concerts and drama shows, to provide opportunities for students to engage in diverse learning experiences, allowing them to explore various subjects and topics beyond their regular curriculum. This exposure can broaden their understanding of different cultures, traditions, and historical events, as well as give them a chance to learn new skills and explore different interests. For instance, visits to the M+ Museum exposed our students to different art forms, historical artifacts, and scientific discoveries. By visiting universities, they get to understand more about university life and the entry requirements. By joining occasions like Dialogues with Women Chief Executives 2023, they were enlightened by the role models who had managed to break the gender stereotypes and climbed to the top of the corporate ladder, which not only broadened students' horizons, but also facilitated their career goal planning.

- Besides, topics about current affairs, science, history, technology, different places in the world, festivals, giving advice, editorials, teenage problems, etc. were introduced to students through our teaching materials. Students were also asked to express their opinions by writing journals, doing discussions and presentations which have also deepened their thoughts about the matters. To further widen their knowledge base, our students will need yet more exposure to both local and international social issues and world knowledge in order to be able to well comprehend passages and brainstorm ideas for their writings, demonstrating a good understanding of the topic.
- Our regular reading lessons and the provision of e-books of different subjects also help students enrich their knowledge.
- As for cross-subject knowledge construction, with more explicit reminding and teaching, students will be more ready to apply concepts learnt in one subject to the others, such as map reading in Geography and the coordinates system in Mathematics.

### **(3) Language Proficiency**

- Our students' English is improving, which is a positive sign. One indication is that they are increasingly participating in English-speaking activities. They are given more chances to speak in front of their fellow schoolmates, for example through being the emcees on different occasions such as hall assemblies, talks, and events like Christmas Celebration and Arts Night.
- Students are also encouraged to join the Hong Kong Schools Speech Festival. We once again broke our own record in terms of number of awards and participation in the 74<sup>th</sup> festival. Approximately 40% of our students from Form One to Form Six joined various English speaking events, with some of them reaping the first, second and third places.
- Our regular morning assembly presentations, drama and debate training, and lunchtime English activities offer a rich language environment. Students are more willing to speak in English when they are engaging in fun games and activities like Easter egg hunts, Big TV, gigs, song dedication and riddle quizzes.
- Through cross-subject collaboration, students could also benefit language-wise. For instance, our English Department and Science Department collaborate annually on a Science project with an oral presentation as an integral part. Students are taught speech writing as well as presentation skills.
- Further work could be done in boosting students' confidence in answering questions, writing long compositions and reading wordy passages in English. Their vocabulary bank and grammatical knowledge could also be further enhanced.
- Our students' Mandarin Chinese, on the other hand, is very good, which suggests that they have a strong foundation in the language and are able to communicate effectively in this language.

### **(4) Generic Skills**

- In the classroom setting, students are asked to discuss and do some writing practices on social issues and current affairs. For example, F.5 students were asked to discuss the pros and cons of the rising budget tours in Hong Kong as there is a growing number of mainland visitors coming to Hong Kong. Critical thinking skills could be enhanced through in-class discussion, writing comments and reflections, and oral presentations. Problem-solving skills could be enhanced by doing experiments during the lessons, having STEM periods and projects, etc.
- Students could learn communication and collaboration skills through joining various teams and competitions.

- More guidance could be provided to improve our students' self-directed learning skills though. More opportunities could be given where they could work independently, set clear goals and stay focused on their work, thereby enhancing their DIY skills and initiative. In group work, they could be further motivated to play an active role for example in their science practical, working together as a team and sharing responsibilities.

#### **(5) Information Literacy**

- We provide talks on information literacy. For CL lessons, students are taught to differentiate between real and fake news, and opinions and facts. During our class teacher periods, students are also taught about internet safety.
- Our BYOD implementation in F.1-2 facilitates elearning. Concepts of internet security, doxxing, cyberbullying, and national security are introduced to promote responsible and ethical use of technology.
- More guidance could be given to help our students get more used to doing assignments related to online search, analyzing the search results and doing fact checks.
- Further education and guidance on information literacy and digital citizenship could be provided to foster students' sense of self-protection and respect for others in terms of cyberbullying, as well as their sense of empathy, sensitivity and responsibility while navigating social media and engaging in online interactions.

#### **(6) Life Planning**

- Our senior students are generally aware of the need to make choices and plan ahead, particularly in relation to the JUPAS arrangement. As shown by the JUPAS results, many of them are able to make appropriate choices in line with their abilities, interests and aspirations.
- Apart from arranging career talks for our students, F.3, 5 & 6 formers are assigned to meet teacher advisors to better cater for their individual needs in subject selection and planning for future studies.
- Our students are willing to learn from the structured activities arranged by the school regarding life planning. For instance, students have been more active in considering their future studies and career paths after visiting the Information Days of various universities. Teachers could give students more guidance on how to acquire necessary information before making life plans. Besides, a wider scope could be adopted. For example, students could be briefed about not just local but also overseas studies, and not only some common jobs but also the rarer occupations.
- For F.3 subject selection, an analysis of students' subject performances is provided for reference. Students are also introduced to some assessment tools such as the CII test and Holland Code test. Besides, our counselling team has offered a workshop about self-understanding so that students could understand themselves more regarding their own ability and personality and make a suitable choice in the subject selection process. More information could be provided regarding the importance of certain electives in their career path and the related limitations.
- More could also be done in terms of early career exploration, for example by providing junior students more opportunities to explore different jobs and industries, which could start off their understanding of their options and potential pathways sooner.



## **(7) Health Lifestyle**

- There have been more physical activities this year, like our Athletic Meets, Aquatic Meet, inter-house competitions and inter-class competitions which promote sports and help students build up a healthy and balanced lifestyle. Meditation classes have been offered to students to help them relieve their stress and enhance their sense of wellbeing.
- Our Guidance and Counselling Section introduced students to pressure handling, sex education, mindfulness, etc, promoting their holistic development and equipping them with essential life skills.
- We could continue to create a supportive and inclusive environment that encourages students to express their emotions and seek help when needed. This could be achieved through regular check-ins with students, creating safe spaces for discussion and reflection, and providing opportunities for peer support and mentorship.
- Home-school cooperation could also play in part in better regulating students' sleeping schedule.

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

Our school offers various opportunities to enrich students' learning experiences for their whole-person development and lifelong learning. Some examples are as follows.

- In the classroom setting, the 'One Student, One Duty' policy is practised in the Class Committee to foster their sense of responsibility and ability in handling tasks.
- Our STEM lessons for junior form students provide practical skills that students can use in real-life situations, such as the ways to use technology to solve problems.
- We organize life-wide learning activities to provide students with opportunities to learn beyond the classroom, like field trips to explore the ecosystem and the natural environment, visiting museums and art exhibitions, etc.
- The visits to universities organized by our Career and Life Planning Section provide students with an opportunity to explore different academic programs and career paths to help them make informed decisions about their future.
- Our students appreciate the arrangement of teacher advisors chatting with them about their future life planning when it comes to subject selection in F.3 and JUPAS choices in senior forms. More time could be allocated to the appointments and a mentorship programme with more teachers involved could be considered.
- Our ECA provides leadership training for students through different posts in the Student Union and our different clubs. They are given chances to organize student-directed/ initiated events. More could be done to enhance their planning skills and flexibility in handling changes and emergencies.
- We arrange students to join competitions like HK Math Olympiad and SAT in science subjects so that they could challenge themselves academically and to develop their problem-solving and critical thinking skills which could in turn facilitate their lifelong learning.
- The Teenage Military Training Camp had 4 camps, 2 for junior students (4 days each), and 2 for senior students (10 days each). The camps offered military training and nurtured students' self-discipline.

- Due to COVID, mainland exchange tours to our sister schools could not be arranged in the past few years. Nevertheless, a mainland study tour has been organized for all F.5 students in June 2023. It is expected that more mainland or overseas exchange programmes will be in place to broaden students' horizons.
- Our counselling programmes help boost our students' emotional strength and enrich their knowledge related to mental wellness. For example, our counselling prefects attended a gatekeeping camp to learn techniques in providing support for their peers. The training included identifying signs of distress and offering appropriate guidance to those in need.
- More could be done in teaching our students life skills, and personal goal-setting will facilitate their holistic development and prepare them for lifelong learning.

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

- The school's clear organizational chart helps to ensure that there is a clear division of labor and that each person is responsible for their specific area of focus. This can help ensure that all aspects of the school's development and improvement are addressed in a systematic and efficient manner.
- Our school deploys staff in a way that matches their passion and interest in line with the school's direction of development. This can help ensure that staff members are motivated and engaged in their work, which will lead to greater success in achieving the school's development goals.
- We are able to run our daily operations smoothly with clear set procedures. Subject panels and sections regularly report work progress and adopt follow-up measures. Evaluation meetings are held regularly to support student learning and growth. Panel heads provide timely feedback after lesson observations and give constructive advice. Besides, a middle leadership training workshop was offered for teachers' professional development and to facilitate planning and coordination.
- With EDB's self-evaluation tools employed for evaluation, our self-evaluation culture is well built.
- The school's effort in promoting professional communication and facilitating learning between teachers, such as our open classroom practice, has allowed cross-discipline collaboration and learning among colleagues, which in turns could benefit our students.
- An increasing cross-subject collaboration has been seen these years, such as the Biology, Chemistry and Geography cross-subject field trip in 2023. This is a positive development, and we will continue to encourage and support such collaboration.
- The school has made good use of different grants such as LWL Grant and DLG Grant to offer a wide variety of student activities. This has helped to enrich their learning experience and promote whole-person development and lifelong learning. More could be done on setting our development priorities though, like placing greater emphasis on our less strong areas such as self-directed learning.
- A school-based database recording students' participation in activities serves as a talent pool that helps teachers identify students with specific capabilities and interests and encourage them to join and excel in related activities.
- Our school has addressed the needs of students with varying abilities through a variety of activities ranging from our Gifted Education Programme to SEN programmes. Students' efforts are also recognized through the Outstanding Students Election and various scholarships.

### **c. How Can Our School Be Better**

#### **C1) What are our students' needs?**

Academically, our students need to

- pursue their academic goals for personal growth and future success
- continue to nurture their reading habits
- further make good use of their homework as a learning tool
- set reasonable and achievable targets, acknowledging effort and improvements
- devise effective learning strategies

Non-academically, our students need

- more chances to explore and to gain confidence
- to be more actively joining activities while striking a balance between academic performance and ECA
- leadership training to better prepare them mentally and physically to become leaders
- to cultivate a stronger sense of belonging to their Houses, for example through having their different kinds of talents showcased and valued in inter-house competitions

Emotionally, our students need

- to be cared for and some of them need help in handling stress
- teachers to share with them. Individual counselling is important especially for the passive ones
- skills for dealing with interpersonal relationships
- to strengthen resilience

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

- More collaboration will be elicited among teachers, departments and sections to achieve synergy. On the other hand, teachers will also be given opportunities to handle different tasks so that they will be experienced with a variety of duties.
- More courses, programmes and workshops will be located or provided for students as well as teachers, collaborating with external organizations like NGOs where suitable.
- As some of our teachers are retiring, the school will take steps to deploy suitable new members to fill the gaps so that every section and department will continue to operate effectively and efficiently without compromising the quality of work.
- We will continue to reinforce a positive and caring ethos through everyday interactions as well as tailor-made activities and programmes.

- We will continue to elicit support from our alumni in sharing sessions about career choices and further studies, the provision of mentorship, etc.
- In terms of House spirit, we will widen the range of inter-house activities besides sports and dance, providing opportunities for students to showcase their different talents. On the other hand, more annual intra-house activities will be organized to boost students' the sense of belonging to their Houses.

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

Our priorities are categorized into three domains:

<b>Learning and teaching</b>	<b>Student Development</b>	<b>Others</b>
<ul style="list-style-type: none"> <li>● promote self-directed learning</li> <li>● improve English proficiency</li> <li>● encourage the use of multimedia resources</li> <li>● improve language proficiency</li> <li>● widen scope of knowledge</li> <li>● sharpen general skills</li> <li>● gain exposure to the world</li> <li>● enhance proficiency in biliteracy and trilingualism</li> <li>● enhance motivation in learning</li> <li>● strengthen STEM training</li> <li>● broaden students' horizon</li> <li>● strengthen generic skills training</li> <li>● elevate language proficiency</li> <li>● improve learning and teaching</li> <li>● elevate academic results for university entrance</li> </ul>	<ul style="list-style-type: none"> <li>● enhance students' resilience</li> <li>● develop leadership</li> <li>● enhance information literacy</li> <li>● strengthen national and global identity</li> <li>● enhance motivation to strive for excellence</li> <li>● strengthen mental well-being</li> <li>● nurture class ethos</li> <li>● cultivate leadership skills</li> <li>● recognize students' achievement</li> <li>● boost students' confidence</li> <li>● enhance information literacy</li> <li>● promote care for others and mutual respect</li> <li>● cultivate values and morals</li> <li>● provide leadership training</li> <li>● promote healthy lifestyle</li> <li>● strengthen stress management</li> <li>● promote mental health</li> <li>● strengthen information literacy</li> <li>● enhance leadership training for students</li> </ul>	<ul style="list-style-type: none"> <li>● strengthen parent education</li> <li>● foster supportive school community</li> </ul>

## **Major Concerns of the 2023/24 – 2025/26 School Development Cycle**

- ◆ Based on the above holistic review of school performance, the major concerns in order of priority are:
  1. To elevate academic and non-academic achievements through enhancing learning and teaching effectiveness and widening students' exposure
  2. To enhance students' well-being through cultivating positive values and appreciative ethos
  3. To foster biliteracy and trilingualism among students

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

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. To elevate academic and non-academic achievements through enhancing learning and teaching effectiveness and widening students' exposure	To improve students' academic achievement and performance through various measures	✓	✓	✓	(1) Optimization of Students' Revision (2) Enhance Assessment Practices (3) Consolidate and strengthen subject-based initiatives regarding effective pre-lesson preparation and reading exposure (4) Foster and align quality learning and teaching initiatives through peer-lesson observation and open class (5) Arrange additional lessons to help senior form students grasp the syllabus, coupled with enhancement and remedial measures (6) Coordinate study days to enhance students' self-directed learning, arranged prior to each term test/exam (7) Provide after-school support to weaker students with the help of Study Prefects and alumni tutors (8) Coordinate school-based pullout programmes and off-school gifted education & enrichment programmes (9) Develop school-based STEAM curriculum to enhance the breadth of knowledge in the related academic subjects	<ul style="list-style-type: none"> <li>• Breadth of Knowledge</li> <li>• Generic skills</li> <li>• Information literacy</li> </ul>

	To elevate non-academic achievements through widening students' exposure	✓	✓	✓	(1) To launch a leadership training programme for potential leaders in F.3 (2) To arrange students to watch local shows and join visits, workshops, etc related to our clubs and teams (3) To widen the range of activities in our inter-house competitions (4) To organize a wide range of learning activities outside school via subject departments and sections	<ul style="list-style-type: none"> <li>• Breadth of knowledge</li> <li>• National and global identity</li> <li>• Healthy lifestyle</li> </ul>
	To enable students to make informed and responsible future choices by widening their exposure	✓	✓	✓	(1) University Information Days (2) Form 3 & 5 / Senior form university/institution visits (3) Organize a CUHK visit for senior form students with different departments' (e.g. Chinese History, History and Chinese Literature) collaboration with our Career and Life Planning Section (4) Form 2 workplace visit (careers related)	<ul style="list-style-type: none"> <li>• Life planning</li> <li>• Information literacy</li> </ul>
2. To enhance students' well-being through cultivating positive values and appreciative ethos	Promote positive values and appreciative ethos through reading and other activities	✓	✓	✓	(1) Promote positive values and appreciative ethos in reading lessons by adopting related articles (2) Coordinate themed book exhibitions in our school library about positive values, appreciative ethos and topics about students' well-being and mental health (3) Arrange sharing sessions related to positive values and appreciative ethos in the Reading Club (4) Students' and teachers' sharing on positive values and experiences in morning assemblies (5) Organize competitions and award schemes to reinforce positive behaviours and create chances for students to experience success	<ul style="list-style-type: none"> <li>• Breadth of knowledge</li> <li>• Information literacy</li> <li>• Language proficiency</li> </ul>
	To cultivate positive relationships in houses	✓	✓	✓	To launch intra-house activities to enhance rapport and cohesion	<ul style="list-style-type: none"> <li>• Healthy lifestyle</li> <li>• Generic skills</li> </ul>

	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.	✓	✓	✓	(1) Four Class Representative Meetings throughout the academic year. (2) Reporting and discussion by class representatives, with suggestions from discipline teachers.	<ul style="list-style-type: none"> <li>• Generic skills</li> </ul>
	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.	✓	✓	✓	Arrange a discipline assembly to explain the school rules and the objectives of the Discipline Section.	<ul style="list-style-type: none"> <li>• Generic skills</li> </ul>
3. To foster biliteracy and trilingualism among students	Regular and thematic English and Putonghua activities	✓	✓	✓	(1) Coordinate morning sharing of students by different subjects on subject knowledge, experience in competitions and activities so that students have ample chances to speak English or Putonghua in authentic and meaningful contexts with rich substance (2) All public announcements and ceremony MC dialogues are in English or Putonghua (3) Coordinate cross-subject cultural events and celebrations (e.g. Mid-Autumn Festival, Halloween, Christmas, Chinese New Year, Easter, etc) that foster a rich trilingual learning environment (4) Foster the collaboration between Science and English panels to organize the Inter-class Science Knowledge Presentation Competition in which students get to present their projects in English	<ul style="list-style-type: none"> <li>• Language proficiency</li> <li>• Generic skills</li> </ul>



	Create a rich trilingual learning environment through reading	✓	✓	✓	(1) Cultivate the reading habit of senior form students in different subjects (2) Adopt a mobile library to promote reading culture	<ul style="list-style-type: none"> <li>• Language proficiency</li> <li>• Information literacy</li> <li>• National and global identity</li> </ul>
	Boost our EMI environment through a variety of measures and activities	✓	✓	✓	English activities Song dedication External English competitions and activities MC training English assembly Drama Club Debating Club Public speaking	<ul style="list-style-type: none"> <li>• Language proficiency</li> <li>• Generic skills</li> </ul>