



浸信會
呂明才中學

School Development Plan
5-school-year period
(2023/24 – 2027/28)



Baptist Lui Ming Choi Secondary School

Background

Baptist Lui Ming Choi Secondary School is a government-aided Christian co-educational grammar school run by the Baptist Convention of Hong Kong (funded by Lui Ming Choi Foundation) since 1978. The Incorporated Management Committee has been established since 2008.

School Mission

Our mission is to provide an all-round education based on Christian values that nurture individual lives and build characters. Embracing our philosophy of 'holistic education' in proclamation and service, we are committed to the provision of a comprehensive range of quality education services. We believe that all students can develop to their full capacity by nurturing their moral, intellectual, physical, social, aesthetic and spiritual skills, knowledge and attitude.

School Motto

Understanding God's teachings to become wise and intellectual (明道致知)

Educational Vision

To build a highly effective **School for Tomorrow** 建立高效能未來學習社群

To transform our students into **Servant Leaders on the cutting edge** 培養走在前沿的僕人式領袖

Our Educational Values and Beliefs

2W : Whole-person development (全人發展)
Whole school approach (全校參與)

Educational beliefs:

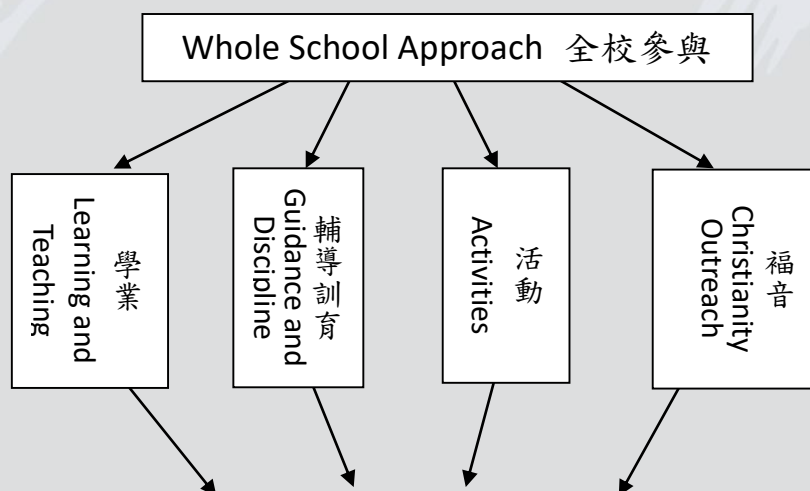
- ✧ Equal emphasis on academic attainment, moral and life education, spiritual formation and activities which constitute the 'Four Pillars' of the basis of a whole-person development of the school
- ✧ Students' active learning and thinking, knowledge construction and personal talent development, offering multiple learning opportunities for tomorrow's world
- ✧ Integration of guidance/counseling and discipline with a focus on group discipline and individual growth and counseling
- ✧ Authentic student guidance through extra-curricular activities, building good teacher-student rapport
- ✧ Care for students' needs for spiritual development
- ✧ Focus on home-school cooperation and communication with parents

Our goals

To oneself	:	To establish a healthy and positive self-image
To family	:	To be devoted, thoughtful and considerate
To studies and careers	:	To be earnest and responsible
To people	:	To be cooperative and build a harmonious relationship
To society	:	To participate with enthusiasm and deliver positive influence
To nation	:	To be faithful and committed
To the world and mankind	:	To show genuine concerns
To God	:	To maintain a responsive and undying belief

對自己	—	建立健康、正確形象
對家庭	—	委身投入，享天倫之樂，分擔憂患
對學業和工作	—	認真而有承擔
對人	—	建立和諧協調的關係
對社會	—	積極參與及具正面影響力
對國家民族	—	有感情，有憂戚與共的情懷
對世界和人類	—	有衷誠的關注
對神	—	有回應，作永恆的紮根

Concept map for 2W



Whole-person Development 學生全人發展

Academic development, Personal and Social development, and Career development
學業發展、個人及群性發展、事業發展

moral, intellectual, physical, social, aesthetic and spiritual education
德、智、體、群、美、靈六育

To : self, family (physically, mentally and spiritually), studies and careers, people, society, nation, world and mankind, and God

對: 自己(身心靈)、家庭、學業和工作、人際、社會、國家民族、世界和人類、神

Our educational objectives

Form	Spiritual Education	Intellectual, Physical, and Aesthetic Education	Moral and Social Education
F.1	<ul style="list-style-type: none"> * Understand the existence of God * Introduce the life of Jesus and important events * Gospel (knowing the constraints of men) 	<ul style="list-style-type: none"> * Acquire study skills for different subjects * Establish an effective learning routine * Encourage extensive reading * Emphasize thorough comprehension * Develop self-efficacy * Develop skills in various aesthetic aspects and cultivate an aesthetic sense * Provide physical fitness training * Gain exposure to and acquire the skills of different types of athletics and ballgames 	<ul style="list-style-type: none"> * Refine, conduct and comport oneself in a well-disciplined manner * Dedicate oneself to a rich campus life * Build up a sense of achievement * Develop and maintain good life routine and habits
F.2	<ul style="list-style-type: none"> * Understand the relationship between faith and individuals 	<ul style="list-style-type: none"> * Promote active learning * Encourage extensive reading * Emphasize thorough comprehension and analysis * Cultivate an interest in learning * Enhance self-learning ability * Develop skills in various aesthetic aspects and cultivate an aesthetic sense * Provide physical fitness training * Gain exposure to and acquire the skills of different types of athletics and ballgames 	<ul style="list-style-type: none"> * Build up confidence and a healthy and positive self-image * Cultivate a sense of responsibility * Maintain a harmonious relationship with others (including peers, teachers and family)
F.3	<ul style="list-style-type: none"> * In quest of God, seek and experience His existence 	<ul style="list-style-type: none"> * Understand one's potential, build on strengths, improve on areas of weakness and pursue balanced development * Emphasize thorough comprehension, analysis, and applications * Encourage extensive reading * Provide physical fitness training * Gain exposure to and acquire the skills of different types of athletics and ballgames 	<ul style="list-style-type: none"> * Enhance independence and self-discipline, including emotion management * Hold fast to what is good under the influence of popular culture * Respect others
F.4	<ul style="list-style-type: none"> * Deepen the faith * Give testimonies of a life of faith * Learn to walk with and commit to God 	<ul style="list-style-type: none"> * Master study skills for different subjects and techniques on constructing knowledge * Cultivate a studious learning attitude 	<ul style="list-style-type: none"> * Be willing to serve and commit to the school and community * Nurture leadership qualities * Broaden horizons and enrich minds
F.5-6	<ul style="list-style-type: none"> * Introspect oneself (own sense and faith) * Commit to God 	<ul style="list-style-type: none"> * Be a serious and earnest learner * Put knowledge into practice * Develop independent thinking, decision-making skills, problem-solving skills and creativity * Develop skills in various aesthetic aspects and cultivate an aesthetic sense * Gain exposure to and acquire the skills of a wider variety of physical activities * Develop a regular exercise habit 	<ul style="list-style-type: none"> * Be faithful to the school, the family and the country * Commit oneself to the country and the world * Be able to get along with people in the community * Formulate action plans for own future, on further studies, careers and family * Nurture the fullness of life by developing the courage to uphold ethical values and a sense of commitment

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2018/19 - 2022/23

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
Major Concern 1 : Skill-based Learning and Teaching 能力為本的學與教			
1.1 4Cs Skill and Learning Self-reliance in classrooms	Fully achieved	<p>Keep</p> <ol style="list-style-type: none"> 1. The SRL@CLS google site on ePortal will be enhanced and all templates will be ready for use. 2. Teaching strategies and the CLS topics need to be displayed in the scheme of work and the general lesson plan. 3. A folder of CLS (including all versions of lesson plan, photos, videos, student work and their feedback as well as teachers' reflection) should be set up in subject folders. <p>Improvement</p> <ol style="list-style-type: none"> 1. Micro-teaching skills in Computing and ICT fluency will be further enhanced. 2. More opportunities for public speaking (communication) and group activities will be included in our school curriculum. 	<p>Start</p> <ul style="list-style-type: none"> • Students' confidence and interest in learning should be emphasized in daily instructions. The four SRL skills (自主學習能力) namely learning motivation 學習動機 (想學), learning behaviors 學習行為 (肯學), learning strategies 認知策略 (會學) and meta-cognitive strategies 元認知策略 (能學) would be upgraded. • Self-learning domains with assessment in each subject (for gifted education).
1.2 Computing & ICT Fluency	Fully achieved	<p>Keep</p> <ol style="list-style-type: none"> 1. Purchase learning tools such as Nearpod, Kahoot and Padlet. However, more promotion is needed. 2. Implement BYOD to higher Forms. 3. Provide mobile devices for teachers. <p>Improvement</p> <ol style="list-style-type: none"> 1. More IT workshops for teachers. 2. Clarify and promote the BYOD policy to teachers and students. 	<p>Start</p> <p>AI in education</p>

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
1.3 Career & Life Planning	Fully achieved	<p><u>Keep</u> Life-wide learning activities run by other teams and departments related to career planning and education: annual report of the department / teams and in Ming Dao.</p> <p><u>Improvement</u> Make the Career Mentor Scheme (with teachers' training and assistance) a school routine within 3 years</p>	<p><u>Start</u> Students' healthy living and life planning should be strengthened.</p>
1.4 Cross-cultural Understanding	Partly achieved	<p><u>Keep</u> 1. English and CES Curriculum 2. HKDSE Other languages subjects</p> <p><u>Improvement</u> 3. Sister-school scheme (mainland China and oversea countries) 4. AFS Intercultural Fair for junior forms</p>	<p><u>Start</u></p> <ul style="list-style-type: none"> • National Education (Chinese Tradition and Cultures) • Minority groups in Hong Kong and China (Social innovation, STEM and Entrepreneurship) • Global awareness
Major Concern 2 : Professional Learning Community 專業學習社群			
2.1 Creating time and space for teachers and students	Fully achieved	Integrate into the school routine	
2.2 Professional Development and Interflow within school	Fully achieved	Integrate into the school routine	
2.3 Professional Development and Interflow beyond school	Fully achieved	Integrate into the school routine	

(b) Reviews and Reflections against the seven learning goals

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

Student Participation and Engagement

Our students actively utilizes a variety of learning resources, such as e-learning tools and community resources. Their enthusiasm is reflected in their active participation in various extra-curricular activities (ECAs), as well as academic and cultural competitions, both within and outside the school. This active participation has resulted in numerous group and individual awards. Regarding student conduct and learning abilities, our students show attentiveness, discipline, and a strong willingness to engage in lessons. They perform well in English, are capable of following instructions, and regularly complete learning tasks, including homework. During the 2021/22 academic year, approximately 80% of students submitted homework late five times or less. Around 90% of students consistently achieved a conduct grade of B or above from the 2016/17 academic year through to 2021/22, with a 93.1% achievement rate in the 2021/22 academic year.

Academic Achievement

We have seen a steady increase in the percentage of students meeting the entrance requirements for local Bachelor degree programs, rising from 88.1% to 98.5%. Additionally, the percentage of students in local full-time Bachelor degree programs increased from 65.9% in the 2019-20 academic year to 76.7% in the 2021-22 academic year. The percentage of students studying in degree programs outside Hong Kong averaged 17.1%. Furthermore, 93% of our F.6 students received university admission offers, a figure significantly higher than the average of all Hong Kong schools. Our students have demonstrated proficiency in critical thinking, collaboration, communication, argumentation, and problem-solving skills. They have consistently performed well in HKDSE core subjects. Moreover, our value-added indices for Core-4 in 2020, 2021, and 2022 were 6, 6, and 7 (Highest index is 9) respectively, and that for Best-5 were 5, 6, and 6.

Non-Academic Achievement

Our students have also received recognition in various competitions and challenges, including the Chinese Writing Competition (National First Prize), the International Coding Elite Challenge, and the International Olympiad. Several students have also distinguished themselves in the Hong Kong Online Financial Education Championship and the 30th News Commentary Competition. In terms of physical health and arts, our students have won awards in various sports and aesthetic competitions, including the Hong Kong Schools Sports Federation and Hong Kong-Wide Events.

Healthy Life

Both senior and junior students have formed the good habit of eating breakfast. However, these groups struggle with getting a adequate sleep and managing emotional problems, with senior students experiencing more emotional issues than their junior counterparts. Stakeholder feedback indicates a significant room for improvement regarding healthy life, like striking a balance between study and rest, engaging in adequate physical exercise, and managing stress. Students rated this aspect 3.3 (out of 5) while parents gave it a 3.4 (out of 5) rating. A worrisome trend has been observed with the percentage of students within an acceptable weight range generally decreasing from the 2020-21 academic year to the 2021-22 academic year. However, the Q-value and P-value of positive affect were 103 and 57.9% respectively, indicating a high level of positive emotions. In contrast, the Q-values for the absence of negative affect and anxiety/depressive symptoms were 91 and 85 respectively, with corresponding P-values of 27.4% and 15.9%, indicating a high level of negative emotions. Physical exercise (Q-value 85, P-value 15.9%) and time for leisure reading (Q-value 99, P-value 47.3%) were also rated poorly compared to other schools.

National Identity and Global Awareness

Both senior and junior students demonstrate a global vision, showing concern for global issues and embracing diverse cultures and races. The Q-values for National Identity in terms of Responsibility and Obligations, Pride and Love, National Flag and Anthem, and Achievements, were 108, 112, 111, and 114 respectively, which is one standard deviation above the norm. This shows a strong sense of national identity and global awareness among students.

Life Planning

Students have a clear vision for their future careers, taking into account their personal abilities. All stakeholders believe that the school has achieved its educational goals, with agreement values ranging from 4.45 to 4.65 on a 6-point scale. However, "Life Planning" (4.45) and "National and Global Citizen Identity" (4.47) did not fully meet the goals, indicating areas for improvement relatively.

Areas for Improvement

While most students display strong academic and non-academic performance, there is room for improvement in certain areas. For instance, the participation rate in territory-wide inter-school competitions, and uniform groups/community services could be increased. Furthermore, stakeholder feedback indicates potential areas for improvement, particularly in fostering a love for reading and instilling confidence in students' learning abilities. This feedback suggests a need for strategies to encourage students to take more initiative in their learning and to help them apply effective learning strategies. In addition, while there are areas of strength such as national identity and global awareness, there are also areas that need urgent attention such as healthy living and life planning. The school will need to work on strategies to improve these areas, keeping in mind the feedback from all stakeholders.

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

Learning and Teaching

Teaching strategies have been frequently adjusted based on students' learning progress both inside and outside of the classroom. Junior and senior students have reported that teaching methods are clear, and teachers are friendly, dedicated, and knowledgeable in their subject areas. Lessons are well-prepared with clear objectives, and school-based worksheets are used extensively to reinforce student learning. High order thinking and deeper learning are promoted in the classroom, and a variety of vocabulary-building strategies are employed. Pre-lesson preparation tasks, such as online reading and video viewing, are designed to enhance students' self-learning. However, more pre-task guidance is suggested. There is also a need for more opportunities for students to apply their knowledge and skills, collaborate and share ideas, and showcase learning outcomes during lessons. More explicit sharing of learning objectives and timely consolidation of learning progress could further enhance student learning.

Support to Student Learning

The student support services provided by the school align well with students' developmental needs. The school provides a diverse learning environment and significant support for students, fostering their interests and life skills. For instance, participation in musicals allows students to engage in various roles, learning and enjoying the process. It is hoped that junior students will absorb the school's emphasis on positive values and attitudes.

Curriculum Development

The school provides a broad and balanced curriculum to facilitate students' holistic development. Teachers strongly agree that the school curriculum aligns with all seven learning goals, with more than 90% of teachers agreeing or strongly agreeing in the following goals: Breadth of Knowledge, Language Proficiency, and Life Planning. The school curriculum aligns with the education development plans, and teachers generally agree that students are provided with diverse learning experiences inside and outside of the classroom. The number of elective subjects remained consistent at 14 across 2019-2022, with an increasing trend of students taking three elective subjects.

With the support of the LAC Task Force and an LAC consultant, the curriculum framework has been refined, focusing on language patterns, the four language skills, and communicative experiences in English. Efforts have been made to conduct curriculum mapping exercises to identify English language patterns covered in various content subjects. This provides a progressive development of language use in the junior secondary curriculum.

The school curriculum is well-designed, incorporating elements of Life Planning in both the class teacher period and Chinese and English language classes. The ISP and SLP are embedded into the class teacher period, helping students to understand their own interests, abilities, needs, and aspirations. Career planning and education are incorporated into the Chinese and English curriculums, giving students the opportunity to broaden their horizons in career planning. However, two key learning areas, Physical Education (3.5%) and Technology Education (6.6%), are below the suggested allocation of lesson time (5%-8% and 8%-15% respectively). All other areas are within suggested time. The school's strength in cross-curricular collaboration can be further enhanced by promoting good practices of detailed analysis of assessment data with follow-up actions tailored to address students' learning needs across subjects or Key Learning Areas (KLA).

Learning Activities

The school provides students with various learning experiences both inside and outside the classroom, such as alternative learning days and diverse after-school activities. These initiatives help students broaden their perspectives and develop holistically. The school also offers a multitude of activities for students to choose from, fostering a diverse learning environment.

Assignments and Assessments

A variety of assignments are utilized to consolidate students' subject knowledge. Individual subject panels have conducted an in-depth analysis of students' answer scripts to identify learning difficulties and adjust teaching and assessment plans accordingly. The school uses online assignments and assessments to monitor students' learning progress. However, it could also provide more formative and specific feedback to help students reflect on and improve their learning. Code of Practice like eliciting, implementing and using students' thinking should be promoted and facilitated in all lessons.

Values Education

The school curriculum should improve the following abilities in descending order (out of 6): Self-management (5.33), Critical thinking (5.32), Responsibility (5.32), Problem-solving (5.29), Self-learning (5.27), Reconciliation (5.24), and Communication and Media Literacy (5.19). Despite this, the school offers study tours, cultural exchange activities, and Japanese classes to increase students' sense of national and global identity.

Student Support

Teachers monitor students' learning progress and provide individual support to those in need. A wealth of strategies and support measures have been adopted to enrich the English learning environment. The school has created a caring and supportive environment for both students and teachers. However, the percentage of teachers who have completed the Special Educational Needs (SEN) Basic Course, Advanced Course, and Thematic Courses are below the reference data. The school regularly invites alumni from different industries to share their experiences. Teachers serve as career mentors, providing students with information on different jobs and further studies. Life planning information is sufficient, and students can benefit from alumni's sharing.

Partnership

Parents demonstrate positive attitudes towards home-school cooperation, and the school frequently extends invitations to parents to participate in various school activities. Furthermore, online seminars are organized by the school to assist parents in supporting their children's learning. Additionally, the school benefits from the unwavering support of its alumni, fostering a strong sense of community. Moreover, the nearby Shatin Baptist Church generously offers venues for learning activities, effectively addressing the issue of limited space. The church also establishes scholarships for students, further exemplifying its commitment to the school's development. Furthermore, the school actively engages in a partnership program with the Rotary Club, which involves hosting a mentorship scheme for career and life planning. Additionally, the school has established a sister-school relationship with a secondary school in Beijing. These initiatives serve as concrete evidence of the school's dedication to providing students with enriching learning experiences.

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

School Management

The school's mission and vision are effectively embodied in its primary concerns, and it has set suitable development priorities to foster holistic student development, scoring over 4 (out of 5) in these areas. The school systematically collects evaluation data, focusing on students' whole-person development, scoring over 4 (out of 5) in this area. The school administration has been sufficient and transparent, demonstrating quick and careful planning. It conscientiously evaluates the effectiveness of its strategies and measures in supporting student learning and development. A School Development (SD) unit has been established to coordinate the school's Self-School Evaluation (SSE) work.

The panel head monitors the subject panel through regular meetings, lesson observations, homework inspections, and scrutiny of assessment papers. This process facilitates communication among panel members and allows for the review of students' performance in assessment tasks and implementation of follow-up measures. The Academic Affairs Team oversees the arrangements of lessons, self-learning, and assessment tasks, ensuring their appropriateness and effectiveness.

However, there is a need to enhance subject self-evaluation, with a more focused approach on identifying students' strengths and weaknesses. This will help to devise specific follow-up measures and further enhance curriculum planning in some Key Learning Areas. The school should also address issues regarding the quality of facilities and equipment, as some are old and damaged, requiring repair or replacement. While teachers' views on their professional development scored 4.0 (out of 5), ranking 9th in agreement, concerns were raised about the effectiveness of professional development activities and the fairness of the school's appraisal system.

Professional Leadership

The school demonstrates strong professional leadership, with teachers expressing strong agreement to the principal's and vice-principal's leadership, both scoring 4.2 (out of 5). The school affirms teachers' performance and has an appraisal system that contributes to teachers' professional development. A whole-school language policy has been formulated with clear objectives, and the school provides a supportive environment for staff's personal and spiritual growth. The Self-School Evaluation mechanism is well implemented in the school.

Cross-curricular collaboration led by the Language Across the Curriculum Committee (LACC) has been promoted between English panels and some subject panels. Subject panels are encouraged to seek further advice from the English panel to help students develop strategies for subject vocabulary and phonics skills. Distributed leadership is well-practiced at different levels.

However, there are areas to improve. School leaders should pay more attention to the monitoring and coordination roles among subject heads and committees. The decision-making process could be made more transparent, and efforts should be made to ensure that staff are placed in positions that best utilize their potential. The percentage of teachers who have completed the Special Education Needs (SEN) Basic course, Advanced course, and Thematic Courses were below the requirements set by the Education Bureau (EDB) in 2021/22. Increasing teachers' openness in sharing their teaching experience is also suggested.

(e) How Can My School Be Better

◆ What are my students' needs?

Participation and Achievement

Participation in volunteer services is relatively low among our junior students (Q value:103) compared to the senior form students (Q value:116). The percentage of students participating in uniform groups or community services is approximately 20%, which is significantly below the median (~30%) of the reference data. Both junior and senior form students spend less time on leisure reading (Q value:99). It is noticed that students do not often read materials such as leisure reading materials and newspapers outside of the classroom. Opportunities for speaking English or Mandarin are limited. Activities such as bilingual or trilingual conversation days could be implemented.

Student involvement in lessons is found to be inadequate. There is a need to increase self-study, self-revision, and pre-lesson preparation sessions. Stakeholders believe that students should learn more foreign languages, STEM subjects, and develop a global awareness and entrepreneurial mindset (market sensitivity, persuasion skills for investors, budget management awareness). Students should also have more public speaking opportunities and participate in more outdoor exploration group activities. Group discussions should be used frequently to build students' common capabilities. Information literacy, especially in the era of AI, should be emphasized, and learning about artificial intelligence is encouraged.

Achievement

While some students excel in several subjects, others can only focus on subjects they are more capable of handling. More flexibility for subject selection or combination may cater to their needs. The percentage of students achieving a grade of 5 and 5** was only 30-35% and 2-4%, respectively. When compared with other Band one schools, the percentage of students achieving 5 and 5** could be improved to 40% and 6%.

Attitudes and Behaviour

A notable concern is that some students do not enjoy reading and have a weak initiative to learn. Many students do not believe they lead a healthy lifestyle, such as balancing study and rest, getting enough physical exercise, and knowing how to reduce stress. Parents believe the school could do more to help their children resolve problems related to growing up, such as those related to physical and mental development, making friends, and studying. Both teachers and students need to improve their sleeping quality and manage emotional problems, especially among senior form students. The number of sleeping hours of our students is much lower than that of other schools. Emotional support is particularly needed for senior form students (Q value:85). Junior students show a lack of initiative for independent study and revision (Q value:98).

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

Distributed Leadership:

One notable aspect of the school's operations is the implementation of distributed leadership. The school has effectively decentralized decision-making and management responsibilities across different levels, including the IMC, Principal & Vice-Principals, and middle managers. This approach ensures that school operations are well managed and that leadership is shared among capable individuals.

Supportive Environment for Staff:

The school's strong religious background and the majority of the teacher population being Christians have created a supportive environment for staff's personal and spiritual growth. This nurturing atmosphere contributes to the overall well-being and professional development of the staff members.

Knowledge Management and Professional Dialogue:

The school demonstrates strong knowledge management practices, fostering professional dialogue among teachers and staff. This culture of continuous learning and exchange of ideas enhances teaching practices and encourages the sharing of best practices. By cultivating a collaborative environment, the school promotes ongoing professional development among its staff members.

Support from Parents, Alumni, and Stakeholders:

The school benefits from strong support from parents and alumni. Their involvement and engagement contribute significantly to the school's continuous improvement. Additionally, the school actively explores partnerships with teaching professions, universities, and NGOs to further enhance its development. By leveraging external resources and expertise, the school expands its capacity to provide quality education and enrich the learning experiences of its students.

Empowerment of Middle Managers:

To further strengthen the school's capacity for improvement, it is recommended to empower middle managers to execute and implement initiatives effectively. By providing them with the necessary authority and resources, middle managers can take a more active role in driving positive change and innovation within the school.

Evaluation of Student Services and Learning & Teaching:

To ensure continuous improvement, it is crucial to evaluate the overall effectiveness of student services and learning and teaching practices. Regular assessments and feedback mechanisms should be implemented to identify areas for improvement and to measure the impact of implemented strategies. This evaluation process will enable the school to make data-informed decisions and align its efforts with the evolving needs of its students.

Professional Training and Curriculum Adaptation:

The school should continue to prioritize teachers' professional training and provide opportunities for subject-based sharing on curriculum adaptation and pedagogy. This focus on ongoing professional development equips teachers with the necessary skills and knowledge to meet the diverse needs of individual students. By continuously improving teaching practices, the school ensures that students receive high-quality education tailored to their specific requirements.

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

The school's development priorities will focus on promoting a healthy lifestyle, cultivating a learning community, and encouraging a serving school ethos to enhance the whole-person development and lifelong learning of our students.

In pursuing the objective of a **Healthy Campus**—where students are healthier and stronger physically, psychologically, socially, and spiritually—the reflections and discoveries about a healthy lifestyle and good sleeping quality, as well as emotional management, are highly relevant. Integrating health literacy and social-emotional learning into the subject curriculum can equip students with the knowledge and skills to balance study and rest, engage in sufficient physical exercise, and manage stress effectively. Ensuring free time for leisure and providing green, clean, and safe open spaces on campus can promote relaxation and a healthier lifestyle, which in turn can improve students' sleeping quality. Implementing a positive education approach and fostering a growth mindset among teachers and learners can enhance emotional management and resilience. Encouraging participation in more sports-related competitions and activities can improve physical health, while also contributing to stress management and emotional well-being. Finally, a Career Mentor scheme for senior forms can provide guidance and support to students, reducing stress and anxiety about future career choices and contributing to their overall emotional health. All these measures work together to create a healthier and more supportive campus environment for students. All these foci align with the Seven Learning Goals of Healthy Lifestyle, Breadth of Knowledge, Information Literacy, and Life Planning.

Secondly, the school will strive to create a more engaged **Learning Community**. The reflections and discoveries around leisure reading, language proficiency, public speaking, and student involvement in lessons are directly related to the development of a Learning Community, where students are increasingly motivated, engaged, strategic in learning, and possess higher metacognitive abilities. Indeed, nurturing a culture of leisure reading and enhancing speaking and public speaking skills in English and Mandarin are powerful tools in fostering Gifted Education and Talent Development. Leisure reading can expose students to a variety of concepts and ideas, sharpening their analytical and critical thinking skills, while enhancing their knowledge base. Proficiency in English and Mandarin, coupled with public speaking skills, fosters effective communication, a vital aspect of leadership and many professional fields. Moreover, identifying and acknowledging students' gifted areas—whether they lie in academics, sports, music, arts, or leadership—can significantly boost their motivation and engagement in learning. When students perceive that their unique talents are recognized and valued, they are more likely to take ownership of their learning, pursue excellence, and strive to further develop their skills. This not only contributes to their immediate academic success but also equips them for lifelong learning and achievement, fostering a sense of fulfillment and happiness in their educational journey. Self-regulated learning is closely tied with students' involvement in lessons, such as self-study, self-revision pre-lesson preparation, and group discussion and collaboration. These practices foster a sense of responsibility and independence in learning, crucial for developing self-regulation. The effective use of BYOD (Bring Your Own Device) with educational apps and resources can support all these activities, making learning more interactive, engaging and personalized. It can enhance language learning, support self-study and group collaboration, and provide resources for leisure

reading and public speaking practice. Staff development and a professional learning community are key to implementing these strategies effectively. Teachers need to be equipped with the necessary skills and knowledge to guide students in these areas and create an environment conducive to self-regulated learning and gifted education. Developing a habit of reading and finding enjoyment in it is directly related to leisure reading. A strong reading habit can enhance language skills, stimulate intellectual curiosity, and contribute to overall academic achievement. Finally, upgrading facilities for sports, music and visual arts, as well as self-regulated learning and gifted education, can provide a nurturing environment for these activities. Well-equipped facilities can enhance students' engagement, motivation, and learning outcomes. This aligns with the Seven Learning Goals of Language Proficiency, and Generic Skills.

Finally, the school will work to instill a **Serving School** ethos, where students become servant leaders for the school, the community, the country, and the world. Participation in volunteer services, uniform groups, and foreign language learning are all activities that can contribute significantly to the development of a 'Serving School' ethos. Engaging in social innovation projects allows students to identify and address social issues creatively and empathetically. Participation in volunteer services and uniform groups can equip students with practical skills and experiences, fostering a sense of social responsibility and leadership. Moreover, learning foreign languages can enhance students' cultural sensitivity and global perspective, critical components of effective servant leadership. The sister school scheme, where a relationship is formed with a school in a different region or country, can provide opportunities for cultural exchange and global perspective enhancement. Foreign language learning is particularly valuable in this context, facilitating communication and understanding. National security education and national education can help students understand their roles and responsibilities as citizens. Participation in uniform groups can instill a sense of discipline and responsibility, while foreign language learning can broaden students' understanding of global affairs and national security in an international context. Community service is, of course, a direct way for students to serve their communities. Through volunteer services, students can see the direct impact of their actions on their community, fostering a more profound sense of civic responsibility and leadership. This priority aligns with our commitment to fostering National and Global Identity among our students.

In the next school development cycle, the school will look to optimize its capacity to achieve these key focuses. This will involve enhancing teacher training, upgrading facilities and resources, and refining the curriculum. We will also seek feedback from students, parents, and staff to ensure our strategies are effective and responsive to our community's needs. Through these efforts, we aim to create an environment that nurtures well-rounded, lifelong learners who are ready to make positive contributions to society.

- ◆ Based on the above holistic review of school performance, the major concerns in order of priority are:

1. Major Concern 1 : Healthy Campus

Students are becoming healthier and stronger physically, psychologically, socially and spiritually.

2. Major Concern 2 : Learning Community

Students are becoming more motivated (想學), engaged (肯學), strategic (會學) in learning, and will possess higher metacognitive abilities (能學).

3. Major Concern 3 : Serving School

Students are becoming servant leaders for the school, the community, the country and the world.

And Jesus advanced in wisdom and stature, and in favour with God and men. Luke 2 : 52

耶穌的智慧和身量，並神和人喜愛他的心，都一齊增長。路加福音二：52

Major Concerns	Targets	Time Scale					Outlines of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3	Year 4	Year 5		
1. Healthy Campus <i>Students are becoming healthier and stronger physically, psychologically, socially, and spiritually.</i>	<p><u>Physical Health</u> Students demonstrate strong critical thinking skills in health literacy, as evidenced by their ability to maintain adequate sleep and leisure time, consume appropriate nutrition, engage in regular exercise, and achieve excellent levels of physical fitness.</p> <p><u>Psychological Health</u> Students exhibit a growth mindset and are capable of managing stress effectively through various strategies. They possess strong emotional regulation skills, allowing them to express their emotions appropriately.</p> <p><u>Social Health</u> Students exhibit strong interpersonal skills that foster respect for others and enable them to effectively resolve conflicts, reconcile tensions and dilemmas. They also possess a heightened sense of responsibility.</p> <p><u>Spiritual Health</u> Students experience a sense of purpose and meaning in their lives and possess the ability to envision their future development and accomplishments.</p>	✓	✓	✓	✓	✓	<p>1. Provide Health Literacy and Social-Emotional Learning (SEL) for all subjects in school curriculum by</p> <p>a. promoting the importance of healthy habits and integrate Health Literacy in the school curriculum, including getting adequate sleep, eating nutritious foods, practicing good hygiene, maintaining good daily routine, enjoying leisure time, and keeping fitness.</p> <p>b. incorporating the SEL curriculum into the school's teaching and learning environment. This can include teaching skills such as emotional intelligence, stress management and coping skills, and problem-solving (mindfulness, quiet reflections, relaxation techniques as well as prayers) through classes, workshops, talks and activities. <i>(Ref : Jockey Club School Mindfulness Project, and Jockey Club Project Well-being, Open Up Project)</i></p> <p>e.g. applying a zero-tolerance approach to bullying and harassment and teach social skills such as mediation for conflict resolution through workshops, talks and activities.</p> <p>2. Create more free time and space for staff members and involve all staff members and parents with resources and opportunities to support students' well-being. Some fitness and wellness activities could be organized on formal occasions including Staff Development Days.</p> <p>3. Promote positive education and growth mindset by:</p> <p>a. organizing a theme week (e.g. thanksgiving to enhance students' sense of showing gratitude to others) to help create a harmonious atmosphere in school.</p> <p>b. organizing workshops for teachers and talks for parents.</p> <p>4. Interclass sports-related competitions or activities Throughout the year, rope-skipping in groups,</p>	<p>Healthy Lifestyle</p> <p>Breath of Knowledge</p> <p>Information Literacy</p> <p>Life Planning</p>

Major Concerns	Targets	Time Scale					Outlines of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3	Year 4	Year 5		
(Continued) 1. Healthy Campus <i>Students are becoming healthier and stronger physically, psychologically, socially, and spiritually.</i>		✓	✓				basketball matches, and long-distance running were held. More students could be involved in new sports including archery and rock climbing. The school could join the “School Physical Fitness Award Scheme” to enhance physical health. 5. Create green, clean and safe open space for recreational and relaxing environments to promote reading and enhance interest in sports, music and VA. 6. Further develop a sustainable and enriched Career Mentor Scheme for senior form students which helps them experience a sense of purpose and meaning in their lives. Promote books related to work and careers in the library. 7. Effective class management with strong involvement of Class Associations and Form Associations to build positive relationships, maximize student engagement, foster a sense of community, and encourage students’ responsibility and accountability.	

Major Concerns	Targets	Time Scale					Outlines of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3	Year 4	Year 5		
2. Learning Community <i>Students are becoming more motivated (想學), engaged (肯學), strategic (會學) in learning, and will possess higher metacognitive abilities (能學).</i>	<u>More motivated in learning</u> Students learn happily with great interests.	✓	✓	✓	✓	✓	1. Gifted Education and Talent Development a. Gifted elements (Creativity, Higher-order Thinking Skills, Personal-social Competence) are immersed in the L&T in subjects. b. Guide the students to discover their personal gift and talent through weekly assemblies, extracurricular activities as well as subject-based assessment feedback c. Provide further enrichment learning materials in all subjects. d. Identify gifted and talented students, and build a centralized talent pool for all subjects to promote courses, competitions and training to targeted students. e. Promote the pull-out enrichment programmes and activities through various subjects or KLA and extracurricular activities. f. Recognize the achievements of the students in different gifted and talented domains. 2. Self-regulated learning SRL a. Continue the collaborative lesson studies in all subjects to integrate SRL in the scheme of work. b. Use of AI in learning. 3. Effective use of BYOD with educational apps and resources in learning and teaching a. Educational apps and note-taking apps will be selected for all subjects to integrate BYOD in teaching strategies. b. Students will be trained to use the education apps and note-taking skills effectively through CL lessons and bridging programmes. 4. Staff development and Professional learning community a. Inhouse training courses on the use of educational apps are provided for teachers. b. Teacher sharing and Open classroom on SRL and use of AI in learning and teaching will be arranged.	Language Proficiency Generic Skills
	<u>More engaged in learning</u> Students participate more actively in classroom activities. More students participate in reading and enjoy it.	✓	✓	✓	✓	✓		
	<u>More strategic in learning</u> Students demonstrate strong self-management skills (time and wealth) and self-learning strategies.	✓	✓	✓	✓	✓		
	<u>More reflective in learning</u> Students have the habit of reflecting on their learning and possess strong SRL abilities and metacognitive skills.	✓	✓	✓	✓	✓		
		✓	✓	✓	✓	✓		

Major Concerns	Targets	Time Scale					Outlines of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3	Year 4	Year 5		
(Continued) 2. Learning Community <i>Students are becoming more motivated (想學), engaged (肯學), strategic (會學) in learning, and will possess higher metacognitive abilities (能學).</i>		✓	✓	✓			5. Developing a habit of reading and finding enjoyment in it a. Review and modify all reading schemes in all subjects, aligning better in a coherent and complementary way. b. Closer and effective collaboration among all subjects and the library under the support of Library and Reading Promotion Committee c. Enhance book recommendation both by teachers and students on different platforms such as JFERS, morning assemblies and others. 6. Upgrading facilities and environments a. Create clean and safe open spaces for recreational and relaxing environments with sports, music and VA facilities. b. Upgrade classrooms and special rooms to support SRL and gifted education in subjects.	

Major Concerns	Targets	Time Scale					Outlines of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3	Year 4	Year 5		
3. Serving School <i>Students are becoming servant leaders for the school, the community, the country and the world.</i>	<ul style="list-style-type: none"> The sense of belonging among students towards the school, community, and country is strengthened. Students demonstrate increased global awareness and cross-cultural understanding. Their sense of national identity and awareness of laws are heightened, fostering values such as respect for others, commitment, empathy, and responsibility. 	✓	✓	✓			1. Social innovation project (both junior and senior forms) <ol style="list-style-type: none"> Integrate social innovation into the Citizenship, Economics and Society curriculum (Junior forms) and Citizenship and Social Development curriculum (Senior forms) as well as different KLAs through project-based learning, where students work on real-world problems and develop innovative solutions. Partner with local organizations, social enterprises or non-profits to provide students with access to resources and valuable professional guidance. Recognize and celebrate successes of students who are working on social innovation projects via showcase or exhibition, where students can present their projects to their peers, teachers and community members. 	National and Global Identity
		✓	✓			✓	2. Sister School Scheme (Mainland and overseas) <ol style="list-style-type: none"> Connect sister schools (both mainland and overseas) Build a video conferencing room for online sharing with the sister school by using the EDB grant. Understand different cultures through online sharing and visits. 	
		✓	✓				3. National Security Education and National Education Build the national education curriculum which involves all subjects through organic integration and natural connection.	
				✓	✓	✓	4. Study Tours Organize service-learning tours.	
				✓	✓	✓	5. Volunteer Work / Community Service and Servant Leadership (for all) <ol style="list-style-type: none"> Encourage community service in junior forms to develop a sense of purpose and meaning, recognizing students who contribute to their communities. This could be done by collaborating with some primary schools. Build servant leadership in services (class association, ECA, etc.) 	

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