

SKH Bishop Mok Sau Tseng Secondary School



School Development Plan 2025/26 - 2027/28

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1. The Vision and Mission of the School

Vision

The School aspires to be an outstanding Christian school in Hong Kong providing for quality education and whole-person development to students.

Mission

Basing on the ethos of Christian whole-person education as propounded by the Anglican Church, the School shall nurture students spanning the arenas of morality, intelligence, athletics, community spirit, aesthetics and spirituality.

The School shall:

- (i) provide for a caring and loving environment where everyone is regarded with mutual trust, respect and love to make the years spent in the School a most nurturing and happy experience;
- (ii) foster students' Christian life values and a constructive attitude; and
- (iii) equip students with a range of skills and develop their potential enabling them to participate fully in society and be responsible citizens of the world.

2. Holistic review of School Performance

a. Review of the effectiveness of the previous School Development Plan (2022/23 – 2024/25)

Major concern 1: To enhance learning effectiveness

Intended Outcomes / Targets	Strategies / tasks	Seven Learning Goals	Extent of the target achieved	Follow-up action(s)
1. Embrace learner diversity and stretch students' potential to the fullest	● Implement Lift-off classes in core subjects to enhance the capacity to cater for learner diversity ● Strengthen the support for S6 students in preparing for HKDSE ● Enrich students' learning experience through learning activities and opportunities beyond the classroom	- Breath of Knowledge - Language Proficiency - Generic Skills - Life Planning - Healthy Lifestyle	Mostly achieved	Incorporated as routine work: To ensure lasting impact, we will incorporate these initiatives into our standard operating procedures. This includes expanding support systems to better accommodate increasing learner diversity, while simultaneously implementing strategies to enhance study motivation among students. The school will also investigate strategies to enhance student learning by consolidating study habits and skills, as well as optimizing the use of artificial intelligence tools.
2. Develop a collaborative culture in learning	● Nurture a collaborative culture among students ● Nurture a collaborative culture and professional sharing among teachers	- Breath of Knowledge - Generic Skills	Mostly achieved	Incorporated as routine work: For junior form students, we will enhance project-based learning by providing structured guidance and appropriate scaffolding to develop their core competencies. To foster interdisciplinary connections, we will actively promote cross-subject joint projects. Regarding classroom dynamics, we will adopt strategies to encourage more active student participation in discussions and collaboration.

				This comprehensive approach ensures all stakeholders work synergistically towards cultivating a collaborative culture while maintaining high professional standards in teaching and learning.
3. Foster students' interest and enrich their knowledge in STEM education	● Embed the elements of STEM education in related subjects' curricula (KLAs of Science, Technology and Mathematics Education) ● Hold school-based events/extracurricular activities/workshops with STEM elements ● Engage students in various programmes offered by professional bodies or tertiary institutions/competitions/events related to STEM education	- Breath of Knowledge - Generic Skills - Information Literacy	Partly achieved	Continue to be a major concern for the next development cycle with adjusted targets: STEAM education will remain as one of our major strategic targets. We will systematically strengthen cross-departmental collaboration among STEAM subjects, coordinate all related teaching activities, and embed STEAM principles to provide students with interdisciplinary understanding of real-world applications. Concurrently, we will develop an immersive STEAM environment by expanding student participation in school-based initiatives—particularly through enhanced STEAM Activity Days and STEAM Week. Strategic partnerships with external institutions will deliver specialized training and field visits, while enabling students to apply STEAM competencies in assignments, projects, and competitions. To amplify scholarly engagement, outstanding student achievements and institutional experiences will be showcased.

Major concern 2: To cultivate students' positive values and capability conducive to their whole person development

Intended Outcomes / Targets	Strategies / tasks	Seven Learning Goals	Extent of the target achieved	Follow-up action(s)
1. Students embrace Christian values	Nurture students' Christian values of Love (仁愛), Integrity (誠信), Empathy (同理心)	- Healthy Lifestyle	Fully achieved	Continue to be a major concern for the next development cycle with adjusted targets: Fostering students' Christian life values remains a core mission of our school. In the next development cycle, we will prioritize nurturing the Christian virtues of patience (忍耐), fraternal affection (友愛), and moral virtue (德行) across all educational activities.
2. Enhance students' sense of national identity, nurturing students as good law-abiding citizens.	- Nurture students to become responsible leaders with positive values - Foster students' national identity and develop students' positive attitudes and values	- National and Global Identity - Generic Skills - Healthy Lifestyle	Partly achieved	Incorporated as routine work: We will continuously enhance students' sense of national identity and cultivate their development as law-abiding citizens. This critical objective will be integrated into standard operations across all subjects and activities, exemplified through daily practices such as national flag-raising ceremonies.
3. Students are to be perseverant	- Enhance students' physical, mental well-being and resilience towards adverse situations - Promote self-appreciation, self-confidence and the appreciation of beauty and excellence around us	- Generic Skills - Healthy Lifestyle	Partly achieved	Continue to be a major concern for the next development cycle with adjusted targets: Student well-being will remain a strategic priority in the next cycle. We will institutionalize the whole-school 4Rs Mental Health Charter (Rest, Relaxation, Relationship, Resilience) across informal curricula and class ethos building. Concurrently, we will promote healthy lifestyles and evidence-based time management

				strategies to strengthen self-regulation. To reinforce perseverance through achievement, we will establish dedicated platforms for showcasing students' physical and aesthetic accomplishments to stakeholders, connecting effort to tangible outcomes.
4. Students become more aware of the unhealthy elements in our society and learn to resist temptation	● Strengthen teachers and parents' skills in analysing and identifying students' potential problems, especially cyber addiction ● Raise students' awareness of the negative impact of video games, social media and electronic devices addiction	- Healthy Lifestyle - Information Literacy	Partly achieved	Incorporated as routine work: While surveys indicate improved student awareness regarding the negative impacts of electronic device addiction, we must proactively educate students about evolving unhealthy influences and equip them with strategies to resist temptation.

b. Context (SWOT) Analysis

Strengths

- The school has a clear vision and mission supported by all stakeholders.
- It is well-established in the district and well-liked by parents.
- School management and middle management work with an open attitude and mutual trust, responsive to changes in society and education.
- Good relationships exist among staff, teachers, and students, fostering a warm and harmonious school climate.
- The school provides ample opportunities for students' all-round development and leadership; students actively engage in activities both inside and outside school.
- Strong relationships with IMC members, parents, alumni, and The SKH Church of Our Saviour provide robust support.
- Teachers are committed, well-qualified, and professional.
- Students are well-behaved, caring, respectful to teachers, and possess a strong sense of belonging to the school.
- The senior secondary curriculum allows greater freedom and flexibility in subject choices, with ongoing review for improvement.

Weaknesses

- Students' learning strategies and self-management need strengthening to promote responsibility for their own learning.
- Academic self-concept does not align with performance; students' self-image and confidence need boosting.
- Motivation in learning requires further development.
- A lack of interest in leisure reading indicates the need to foster a reading culture.
- More diversified teaching strategies are necessary; enhancing interactive learning and student participation is suggested.
- Some students over-rely on AI for assignments without personal input.
- Social media addiction among students may lead to health and emotional issues.
- Not all students engage actively in school activities due to fear of responsibility; some lack a sense of pride in achievements.
- The senior secondary curriculum's flexibility may lead to poor subject correlations, impacting DSE results.

Opportunities

- Professional development courses for teachers, students, and parents are offered by EDB, HKEAA, and various NGOs.
- Access to educational tools and data from EDB and HKEAA enables efficient planning and evaluation.
- Various learning opportunities, including talks, visits, and competitions, are provided by NGOs and government departments.
- Financial resources and training promote e-learning and STEM education.
- The Life Wide Learning Grant allows for diverse activities outside the classroom, reducing teachers' workloads with professional assistance.
- An optimized curriculum offers more learning time for electives and broader learning experiences.
- Extra financial resources from EDB enhance administrative efficiency and collaboration.
- AI development supports both teaching and learning, facilitating self-directed learning.

Threats

- Teachers face heavy workloads and limited time to meet individual student needs.
- Students' value systems and attitudes are adversely affected by societal issues, especially from the Internet and social media.
- Increasing diversity in student abilities necessitates catering to varied learning needs.
- Hong Kong students experience significant stress from external pressures; the pandemic has exacerbated this.
- Population decline leads to accommodating students with weaker abilities, resulting in learning disparities.
- Increased admissions of students with special educational needs demand more human resources.
- Competition from mainland schools offering DSE registration may hinder attracting outstanding students.

c. Review based on the reflection against the seven learning goals

(1) How good is my students' performance in achieving the seven learning goals?

i) National and Global Identity

Our students demonstrate exceptional performance in cultivating a strong sense of national identity, as evidenced by recent APASO III survey results. Across key sub-domains, students achieved outstanding Q-values, significantly exceeding typical benchmarks. Specifically, the domain of National Identity (Responsibility, Obligation) attained a commendable score of 113. Furthermore, the collective Q-value for the interrelated aspects of National Identity (Pride, Care), National Identity (National Flag, National Anthem), and National Identity (Achievement) reached an impressive 116. These robust scores reflect a deeply ingrained understanding and appreciation of national identity among our student body, highlighting their positive engagement with these critical civic values as part of their broader developmental journey.

ii) Breadth of Knowledge and Generic Skills

Our students demonstrate a strong propensity for self-directed learning, consistently exhibiting high levels of motivation and independence in their academic pursuits. This is substantiated by stakeholder survey data: over 60% confirm that they take an active role in learning inside and outside the classroom, while more than 70% express that they would try their best to overcome learning difficulties. Furthermore, the survey reveals that most students possess well-developed metacognitive skills: they know how to set their learning goals, how to apply learning strategies, such as doing pre-lesson preparation, using concept maps and online resources, and they often reflect on their performance in class, test and examination results, as well as teachers' suggestions, such as their comments on their assignments, in order to reflect on and improve their learning.

The school's targeted initiatives to cultivate generic skills provide compelling evidence of our students' well-developed breadth of knowledge and transferable competencies. The production and dissemination of instructional videos, featuring exemplary peers and alumni sharing proven methodologies, directly demonstrate students' capacity for sophisticated knowledge transfer and application. The first session, led by high-performing S3 students from an elite English and Humanities class, focused on advanced revision, note-taking strategies and the use of evidence. This enhanced students' metacognitive awareness and their ability to articulate complex learning processes. Similarly, the second session featured an alumnus who shared insights on exam preparation, stress management, learning applications, and diverse study skills. The students' receptiveness to and application of these professional techniques reflected strong self-regulation and adaptability.

Further concrete evidence emerges from the S2 PSHE Cross-Curricular Project and the S3 Science STEM project. Their work provided tangible proof of the ability to synthesize and apply interdisciplinary knowledge across distinct subject domains. Furthermore, the process and

outcomes clearly evidenced advanced collaboration skills, creative problem-solving approaches, and significantly enhanced self-directed learning capabilities, confirming the robust development of these critical generic skills through applied, integrated learning experiences.

This focus on breadth of knowledge and transferable skills correlates strongly with tangible academic achievement. Our students consistently attain excellent results in the HKDSE, with the overall percentage achieving Level 5 or above exceeding 30% for the past three consecutive years, and Level 4 or above surpassing 70% in the last two years. Beyond examinations, students achieve distinction in prestigious academic competitions. Illustrative successes include twelve students participating in the 2024 International Chemistry Quiz, earning two High Distinctions, five Distinctions, and five Credits. Eighteen students excelled in the International Children and Youth Biology Competition, securing six Special Gold Awards, eight Gold Awards, and four Silver Awards. Student groups also demonstrated exceptional capability by advancing to the final exhibition rounds in both the 56th and 57th Joint School Science Exhibitions and the Hong Kong Science Fair 2023.

While these achievements are commendable, internal assessments indicate an area for further development: some students exhibit a need to deepen their understanding of contemporary global and local issues and strengthen their ability to connect these current affairs meaningfully to the knowledge acquired through the curriculum. We are actively addressing this through targeted pedagogical enhancements.

iii) Language Proficiency

Our school demonstrates an unwavering commitment to cultivating biliterate (Chinese and English) and trilingual (Cantonese, Putonghua, and English) competencies, empowering students to engage confidently and proactively in multilingual communication. This dedication is consistently validated by outstanding academic results. Territory-wide System Assessment (TSA) performance over the past six years shows that more than 95% of our Secondary 3 students consistently attain Basic Competency in both Chinese Language and English Language. This achievement reached a notable peak in the 2024 TSA, where an impressive 99% of students met this benchmark in both subjects. Further attesting to our students' strong language proficiency, Hong Kong Diploma of Secondary Education (HKDSE) results significantly surpass the Hong Kong Day Schools averages. The percentage of students achieving Level 3 or above in Chinese Language ranges from 85.7% to 98.1%, while in English Language, it ranges from 93.2% to 99.1% over the past 3 years.

Beyond formal examinations, our students excel in diverse language applications. They secured prizes in both English and Cantonese categories at the 76th Hong Kong Schools Speech Festival (2024). Our debate teams have garnered numerous accolades, including victories in the 40th Sing Tao Inter-School Debating Competition and the English Debating League 2024-2025. In 2024-25, our Chinese Debating Team got the championship in the territory-wide competition (第二十一屆全港校際經濟辯論比賽「論道經邦」總決賽). In Putonghua, the school earned the Most Outstanding Participating School Award at the 27th Hong Kong Inter-School Putonghua Public Speaking Competition 2025, along with

a Junior Division Gold Award in the Zhou Youguang Cup Putonghua Elocution and Recitation Competition. Writing accomplishments include the Young Writer Award at the 13th University Literary Awards. Students secured one Gold Award, two Silver Awards, and three Merit Awards in the Short Essay Writing Competition for Secondary School Students, a Silver Award in the Tung Wah Group of Hospitals “Good People, Good Deeds: English Writing Competition 2024-25”, and the Championship in the Inter-school Interpretive Reading Competition 2025. The prestigious Harvard Prize Book Award was also conferred upon a student through the Harvard Prize Book Program.

iv) Information Literacy

Our students demonstrate a consistently high level of information literacy and exhibit significant confidence in utilizing information technology effectively. Their proficiency extends beyond basic digital literacy, encompassing practical application and problem-solving. Students demonstrate foundational competence in computer programming, including the ability to use languages such as Python to design functional applications. Furthermore, they exhibit strong autonomous learning capabilities, readily acquiring proficiency with new software platforms and emerging AI tools to enhance their academic work and personal projects.

This technical aptitude translates effectively into tangible applications. Students successfully apply their IT knowledge and skills within robotics initiatives and scientific investigations, showcasing an ability to integrate technology meaningfully across disciplines. A prime example of this interdisciplinary application is evident in our S1 cohort, where students collaboratively design and implement “Teachable Machine” projects to address authentic problems arising from their science curriculum. This approach actively fosters collaborative learning while seamlessly bridging concepts between Computer Literacy and Science education.

The practical application of their IT skills extends significantly beyond the classroom. Students actively seek opportunities to test and refine their abilities through participating in prestigious external competitions, such as the Global Marty Challenge. This engagement underscores not only their technical competence but also their initiative and enthusiasm for applying their learning in challenging, real-world contexts.

v) Life Planning

Our junior form students develop a strong foundation in life planning through a progressive curriculum that begins with essential concepts of self-discovery, advances to exploration of career pathways, and culminates in informed decision-making regarding their academic subject selections. These formative experiences are crucial for equipping students with the skills necessary for their future life and career planning.

Building upon this foundation, our senior secondary students demonstrated exceptional engagement with a diverse portfolio of life-planning initiatives throughout the 2024-25 academic year. Experiential learning was significantly enhanced through well-attended workplace visits involving over 100 students and targeted work experience placements for 14 individuals. Strategic industry exposure was further deepened via participation in the Hong Kong General Chamber of Commerce (HKGCC) Business School Partnership Programme, engaging 6 students, and the “Greater Bay Area Career Exploration Tours” Programme, involving 30 participants. Skill development was actively pursued through a specialized Master of Ceremonies workshop attended by 30 students, while personalized guidance was provided to 27 mentees through the MST Mentorship Programme. Post-program evaluations conducted after each activity consistently demonstrated that participants gained enhanced insights into diverse industries, recognized the critical importance of professional soft skills and work attitudes, and engaged in meaningful reflection on their future career aspirations.

vi) Healthy Lifestyle

Our students demonstrate commendable physical fitness indicators, as evidenced by the 2024/25 KPM 24 data. Across different forms, a significant majority maintain healthy weight parameters, with boys (72.7% to 96.2%) and girls (77.2% to 92.8%) falling within acceptable ranges. Furthermore, physical performance levels are robust, with 87.0% to 96.6% of boys and 83.9% to 97.6% of girls achieving Bronze standard or higher across different forms.

Concurrently, our students navigate a complex landscape of academic, interpersonal, and familial demands. Current well-being assessments, including a survey of S3 students, indicate that approximately 30% report experiencing significant stress levels. Positively, a segment of students proactively access available support resources—such as peers, teachers, or social workers—when encountering emotional difficulties, reflecting the foundational effectiveness of our campus support systems.

Notwithstanding these strengths in physical health and initial support-seeking behaviors, holistic well-being requires further development. Stakeholder surveys reveal that only slightly over half of our students indicate that they live a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress. Deeper analysis through our KPM 17 assessment framework underscores a specific area for enhancement: all three dimensions within the “Affect” domain (Affective Development) and Physical Exercise component currently score at or below 90 on the Q-scores. This convergence of data points highlights the critical need to integrate targeted mental wellness initiatives and reinforce consistent health practices, building upon our existing physical fitness achievements to foster truly comprehensive student well-being.

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

i) National and Global Identity

Our school is committed to nurturing students as informed and responsible citizens, equipped with a well-developed sense of national and global identity. We foster a deep appreciation for positive values, Chinese cultural heritage, and respect for societal pluralism. This vision is realized through a structured program of experiential learning and co-curricular activities.

Central to cultivating national identity is our weekly National Flag-raising Ceremony, attended by both teachers and students. Besides, the school choir members also take turns leading the whole school in singing the national anthem during the weekly National Flag-raising Ceremony. On some special occasions, a dedicated Speech under the National Flag is included. We further nominate students for initiatives such as the Constitution and Basic Law Ambassadors schemes. The school also hosts events such as Chinese Cultural Week, talks on Ethnic Groups in our nation, and family-oriented mooncake-making workshops. To deepen this engagement significantly, over the past three academic years, we have arranged or nominated students for 31 mainland study tours and exchange programmes, involving nearly 500 student participations. These immersive experiences provided students with invaluable firsthand exposure to the multifaceted development of our nation, substantially enriching their understanding of our home country.

ii) Breadth of Knowledge and Generic Skills

Our school is committed to enhancing student development through a diversified curriculum to allow students to acquire and construct a broad and solid knowledge base, and to understand contemporary issues that may impact on students' daily lives at personal, community, national and global levels. At the same time, there are school-based curriculum and OLE lessons that allow students to develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work. Students in junior forms benefit from extensive exposure across disciplines, accessing a robust offering of 15 to 16 subjects. To cater for their learning interests and needs, in senior forms, students select 3 from 12 elective subjects, enabling over 150 subject combinations. We also offer both Mathematics Extended Module 1 (Calculus and Statistics) and Mathematics Extended Module 2 (Algebra and Calculus). We still need to continuously investigate the subject choices and learning experiences of our students. This investigation enables us to identify areas for improvement and make necessary changes to our curriculum to meet students' needs and prepare them for success in their academic and professional pursuits.

Our school fosters the development of breadth of Knowledge and Generic Skills through a comprehensive extra-curricular activities, including Science Society, Mathematics Society, STEM club, Astronomy Club, Economics and Business Society, Reading Club and Home-Economics Club. In senior forms, a comprehensive Life Wide Learning (LWL) program. This program extends beyond traditional academic subjects, offering diverse experiences designed to cultivate essential skills and competencies. These include aesthetic activities, community service,

career exploration opportunities. By providing this breadth of experiential learning, we actively equip students with the multifaceted abilities necessary for personal growth and future success.

iii) Language Proficiency

Our school is dedicated to strengthening students' biliterate (Chinese and English) and trilingual (Cantonese, Putonghua, and English) competencies, and nurture students to become proactive in biliterate and trilingual communication.

In our formal curriculum, small group teaching is arranged for English Language and Chinese Language in S1 and S3 respectively so that teachers have greater capacity to deal with learners' diversity and build their language foundations. Split classes are also arranged in senior form English oral lessons to improve interactions. Our Putonghua curriculum for Junior Secondary (S1-S3) features a comprehensive assessment framework. All students complete phonetic dictation tests to strengthen Pinyin skills, while S1-S2 students additionally undertake biannual listening comprehension assessments. Speaking proficiency is evaluated through structured oral assessments, with most students demonstrating satisfactory achievement across all three domains.

The school is committed to enhancing an English-rich environment. We supplement the formal curriculum with a range of enrichment initiatives, including structured reading programs, debate teams, drama activities, and school broadcasts. Furthermore, to foster well-rounded language development, we actively encourage students to participate in external competitions and extracurricular activities, providing them with diverse opportunities to refine their linguistic skills in real-world contexts. All S1 and S2 students are required to join the English corner activities. Students are provided with opportunities of using English in an authentic context in morning broadcast and as masters of ceremony in school assemblies. For Putonghua, complementing classroom instruction, our Putonghua Club organizes interactive activities including language games, competitions, and song appreciation. To further enrich our Putonghua learning environment, we provide leadership opportunities through our morning broadcast program. Selected high-achieving students research, prepare and deliver daily announcements, serving dual purposes: developing their public speaking confidence while exposing the wider school community to authentic Putonghua usage.

Our school's commitment to linguistic development extends far beyond cultivating core biliterate and trilingual competencies. We actively broaden students' horizons by providing structured opportunities to engage with additional world languages. This includes offering Japanese interest class as an extracurricular interest class. Furthermore, demonstrating our proactive approach to curriculum innovation, the school has secured participation in the Education Bureau's Pilot Scheme on Other Languages for Junior Secondary Students. This program gives junior secondary (JS) students the chance to learn other languages (OL), fostering their interest and capabilities in OL while enriching their learning experiences and enhancing their global competitiveness.

vii) Information Literacy

Our school is committed to cultivating students' ability to utilize information and information technology in an ethical, flexible, and effective manner. This commitment is realized through a structured, developmental curriculum designed to progressively build competence and critical understanding.

Beginning in S1, our foundational Computer Literacy course introduces essential concepts through practical engagement with emerging technologies. Students gain hands-on experience in 3D modelling and printing, explore fundamental Artificial Intelligence principles via teachable machine projects, learn core programming concepts using Micro:bit, and investigate robotics integrated with AI-driven image recognition. Recognizing the importance of deepening technical proficiency, the curriculum in S2 is enhanced through two additional dedicated lessons per cycle. This expanded instructional time focuses intensively on developing advanced computer programming skills using Python and fostering a more sophisticated understanding and application of Artificial Intelligence concepts. The progression continues in S3, where students explore the architecture of computer networks and database systems. This level further consolidates their skills in AI, specifically strengthening capabilities in image recognition and its practical real-world applications. To cater to students seeking advanced specialization, the school offers Information and Communication Technology (ICT) course as an elective. This program provides a rigorous platform for students to significantly enhance their knowledge, conceptual understanding, practical skills, and application expertise across information systems, communication technologies, and advanced computer systems.

Beyond the core curriculum, the school actively seeks opportunities to broaden technological horizons. Successfully securing external funding through the IT Innovation Lab in Schools initiative has enabled the provision of specialized enrichment courses and workshops. These offerings cover cutting-edge domains including Swift programming, advanced Artificial Intelligence and machine learning techniques, sophisticated applications of 3D printing and laser cutting, and immersive Augmented Reality experiences. These initiatives collectively ensure students develop a robust, versatile, and future-oriented mastery of information literacy, preparing them for creative expression and problem-solving in a digital world.

iv) Life Planning

The school's Life Planning Education (LPE) curriculum is designed to be a comprehensive, progressive, and collaborative program aimed at empowering students to make informed decisions about their academic and career futures. The overarching goal is to help students to understand their own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career

The curriculum conducted during regular lesson time is structured to align with students' developmental stages.

- Junior forms (S1-S3): The focus begins with self-discovery and the basic concepts of life planning in S1, progresses to exploring the world of work in S2, and culminates in S3 with a pivotal decision-making process for subject choices.
- Senior Forms (S4-S6): The curriculum shifts to more specialized skill-development including financial and entrepreneurship education in S4, and then focuses on practical application for university and career pathways in S5 and S6.

To support these objectives, a variety of career-exploration activities are offered, catering for different interests and learning styles. Individual support is a key component of the LPE program. All S5 students and students with special educational needs receive individual career guidance from careers teachers. Observations revealed that most S5 students successfully selected degree programs based on their identified interests and aptitudes, with their choices matching the results from the career assessment tool CII.

A collaborative and holistic approach involving multiple stakeholders has been adopted. The strong alumni network is a vital resource, with a considerable number of graduates participating in various activities. For example, in 2024-25, 9 alumni shared their experiences on Careers Day, and 16 alumni served as mentors. Parents are also engaged through key talks on subject choices and preparing for HKDSE results, and workplace visits. Latest information on multiple pathways and graduates' pathways has been shared with teachers in staff meetings, while career teachers support class teachers in delivering LPE lessons.

v) Healthy Lifestyle

Our school encourages students to lead a healthy lifestyle with active participation and appreciation in physical and aesthetic activities.

Health concepts are embedded across the formal curriculum. Science addresses drug abuse prevention, Home Economics fosters nutritional literacy, and ICT promotes digital well-being. Chinese Literature explores moral discipline, while Senior Secondary (S6) Liberal Studies examines adolescent identity and societal pressures. Annual initiatives like "Healthy Fruits & Vegetable Day" reinforce the importance of fruits and vegetables in daily diets.

Beyond regular Physical Education lessons, we offer diverse sports teams—including indoor rowing, rope skipping, swimming, football, basketball, volleyball, table tennis, badminton, and cross-country running—encouraging broad participation. Our school has also achieved notable success in the "Dance for Health" section of the School Dance Festival, winning multiple awards in recent years.

Our mental health philosophy centers on the “4Rs” (Rest, Relaxation, Resilience, and Relationships), holistically addressing adolescent needs.

- Junior Secondary (KS3): Focuses on foundational well-being through puberty education, mental health literacy, and peer integration. Orientation camps and the MST peer mentorship program (青蔥路) ease the S1 transition, while dedicated sex education classes establish ethical values. Progressive PE enhancements, increasing to three weekly sessions for S1 by 2025/26, ensure consistent physical engagement.
- Senior Secondary (KS4): Emphasizes self-regulation and future readiness. Targeted support addresses S4 transition and S6 exam stress, complemented by advanced sex education covering media literacy and conflict resolution to prepare students for adult responsibilities.

Various training programmes, including the Peer Power – Student Gatekeeper Training and the “守護晴 Teen” Ambassador Program, were provided to peer mentors. These initiatives equipped them with the practical skills to identify, care for, and support distressed peers, empowering them to offer encouragement and assistance to their schoolmates. The Department of Health’s “Shall We Talk” campaign and our Mental Health Day—featuring mindfulness workshops—work collectively to support student mental health.

We proactively promote anti-drug initiatives, including the Healthy School Program with a drug testing component and a 3-year Beat Drugs Fund program delivering education and campus testing. NGOs like St. James’ Settlement and HK Family Welfare Society provide counseling resources. EdUHK’s mindfulness training for S5 students further builds emotional regulation skills. Age-appropriate life skills are delivered through form-teacher periods: S1 focuses on anti-bullying and resilience; S3–S6 address stress management and ethical decision-making.

To address persistent challenges, the school plans to scale preventive mental health measures (e.g., trained peer networks), deepen nutritional education through parent-student cooking workshops, and expand partnerships with healthcare providers for onsite wellness screenings. Home Economics classes drive food literacy, though dietary habits require continued reinforcement. The school will explore the feasibility of introducing mandatory sports extracurricular activities, while accessible facilities (e.g., student-lent equipment during breaks) will ensure universal activity. Time management poses another challenge: excessive screen time on phones, social media, and online games proves addictive for adolescents, harming their social-emotional development, sleep, and mental health (e.g., depression, anxiety) while weakening emotional skills. Strengthening parental support is crucial for fostering a healthy environment, including promoting constructive technology use among their children. By continuously adapting to adolescent needs, the program not only addresses contemporary well-being challenges but also lays the groundwork for lifelong health sovereignty.

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

Under the professional leadership and effective oversight of the school management team, our school demonstrates continuous improvement in fostering whole-person development and lifelong learning. Management has successfully fostered a shared vision for sustainable development among the teaching staff. Over 85% of teachers from the stakeholders' survey express agreement that they agree with the school's development priorities. The middle managers were able to draw up specific programme plans for subject panels and committees to align with the school's development direction.

Our school systematically incorporates stakeholder feedback to develop relevant strategies and implement effective program plans. To foster accountability and transparency, dedicated communication channels—such as IMC members-Teachers interflow, Student-Principal interflow and Parent-Principal interflow—enable stakeholders to voice perspectives, receive updates on institutional effectiveness, and contribute feedback for continuous improvement in school operations and management.

Our school has demonstrated effective deployment of manpower. The data from SHS showed that a majority of teachers agreed that the school management selected the right people for the right roles and empowered the staff members to realise their potential. Furthermore, the school management has flexibly deployed the use of grants such as Life-wide Learning Grant, Diversity Learning Grant, and the external resources from Alumni, Parents and the community when implementing various priority tasks. A majority of teachers from SHS agreed that the school effectively deployed resources to support curriculum implementation and whole person development. The school management has undergone timely review of the budget used by subject departments and committees.

Crucially, over 85% of teachers from the stakeholders' survey express agreement that the subject panels and committees use information and data about learning, teaching and assessment to evaluate the effectiveness of curriculum implementation and inform planning.

Effective monitoring is crucial to ensure the successful and sustainable implementation of strategies. About 80% of teachers from Stakeholders' survey responded that our school effectively monitored the curriculum implementation. Subject panels and committees conducted regular meetings to provide the school management with prompt updates for review and make adjustments on deployment manpower and resources accordingly. About 86% of teachers from Stakeholders' survey responded that the subject panels and committees use information and data about learning, teaching and assessment to evaluate the effectiveness of curriculum implementation and inform planning.

d. How can our school be better?

i) What are my students' needs?

Taking into account reflections on our students' performance in achieving the seven learning goals, their learning interests, abilities, learning styles, self-perception, and the era of AI development, the following student needs are identified:

- Develop foundational learning habits and core skills to enable effective self-directed study and underpin lifelong learning capacity.
- Cultivate critical thinking for evaluating information and technology, alongside a strong ethical framework for responsible application in learning and life.
- Strengthen awareness and knowledge of mental health and healthy lifestyle practices, understanding their critical role in overall wellbeing and resilience.

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

- Staff professional capacity

Our school has a team of professional teaching staff who are responsible and dedicated to their roles and duties. The professional capacity of our teachers could be further enhanced by attending various courses offered by EDB, HKEAA, and various NGOs to improve teaching, pastoral care, and administration effectiveness. Stakeholder surveys affirm positive relationships between teachers and school leadership, scoring 4.1 for the principal and 3.7 for vice principals. Enhanced by online platforms and communication tools, teacher collaboration is further supported.

- Parental support and home-school collaboration

The school benefits from strong parental support and effective home-school collaboration through the Parent-Teacher Association. Survey results from the stakeholders' survey indicate high levels of parental satisfaction with various aspects of the school, especially towards support for student development, school climate and home-school cooperation, scoring 4.0, 4.4, and 4.0 respectively). The trust and support from parents underpinning effective implementation of new policies.

- Availability of human and financial resources

In view of the rising need for manpower and financial resources to support teaching, learning, and whole person development, our school will continue to optimize internal resources while actively pursuing diverse external funding streams. These include alumni and stakeholder donations, as well as targeted support from organizations such as the Leisure and Cultural Services Department and Hong Kong Schools Sports Federation, which subsidize specialized training and equipment. Strategic partnerships, including those with the Jockey Club enabling rugby and golf programs, and the “Run Teen Potential” initiative combining athletics with volunteerism, further enhance our capacity to implement the curriculum and foster holistic student development.

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

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

- In the area of enhancing lifelong learning for our students, we must equip them with the skills and habits needed to develop diverse and individualized learning methods in the era of AI. Additionally, we should strengthen their research methodologies and design thinking skills within STEAM education, empowering them to take ownership of their learning and navigate it effectively.
- In the area of whole-person development, promoting a healthy lifestyle and well-being is essential. A supportive, growth-focused learning environment remains critical for fostering students’ well-being and character development. By empowering students to embrace a growth mindset, we equip them to build resilience and view setbacks as opportunities. Finally, enhancing student well-being requires sustainable care practices that actively promote their physical health, mental health, and social development throughout their transformative journey.

3. School Development Plan 2025/26 – 2027/28

Major Concern 1: To nurture students with in-depth learning skills for life-long learning in the era of AI

Intended outcomes / Targets		Outline of Strategies	Time Scale			Seven Learning Goals						
			25-26	26-27	27-28	1	2	3	4	5	6	7
1.1	To strengthen students' foundation of learning habits and skills so that they can establish diverse and individualized learning methods in the era of AI	• To introduce workshops to train teachers in facilitating AI-supported learning environment • To educate students on the ethical use of AI tools and introduce the application of AI across departments to enhance learning efficiency • To integrate identified learning habits and skills into subject curricula with structured tasks • To establish platforms to showcase student learning outcomes, emphasizing the role of foundational habits and skills in student learning	✓	✓								
			✓	✓	✓							
			✓	✓	✓		✓	✓	✓	✓		
				✓	✓							
1.2	To encourage students to apply the 5Cs (critical thinking, creativity, communication, collaboration and current issues) in their learning	• To foster a campus-wide culture that promotes the application of the 5Cs through interactive learning process • To integrate the 5Cs into subject-specific curricula, assignments, assessments and teaching methodologies • To organize learning activities and inter-disciplinary projects to reinforce the practical application of the 5Cs across various domains • To engage students in territory-wide activities and competitions that promote the application of the 5Cs	✓	✓	✓							
			✓	✓	✓							
			✓	✓	✓	✓	✓	✓	✓	✓		
			✓	✓	✓							
1.3	To enhance students' research methods and design thinking skills in STEAM education	• To create an enriching environment to promote the application of research methods and design thinking skills within STEAM education • To engage more students in STEAM activities within the school	✓	✓	✓							
			✓	✓	✓							
			✓	✓	✓		✓		✓	✓		

	• To partner with external institutions and experts to deliver specialized training and to organize visits in STEAM-related subjects and activities • To encourage students to apply these skills in their assignments / projects / competitions in related disciplines • To produce a collection of student learning outcomes in the formats of publication and videos in order to further enhance the scholarly learning atmosphere • To showcase outstanding works of students and our experience to our community		✓	✓								
			✓	✓								
				✓								

Major Concern 2: To cultivate a supportive and growth-focused learning environment that nurtures students' well-being

Intended outcomes / Targets		Outline of Strategies	Time Scale			Seven Learning Goals						
			25-26	26-27	27-28	1	2	3	4	5	6	7
2.1	To nurture students' Christian values of patience (忍耐), brotherly love (友愛) and virtue (德行)	• To incorporate the Christian values of patience, brotherly love and virtue through a holistic formal and informal curriculum • To enrich students' engagement in sharing their stories, experiences and thoughts in promoting the Christian values • To encourage students to apply these values in real-world settings	✓	✓	✓							
			✓	✓	✓	✓	✓		✓			✓
			✓	✓	✓							
2.2	To empower students to embrace and apply a growth mindset, fostering resilience and continuous improvement in learning	• To introduce to students, parents and staff the concept of growth mindset through workshops or seminars • To strengthen students' understanding that mistakes and challenges are valuable opportunities for learning and personal growth in academic assessment evaluation processes and activity debriefing sessions • To include a "Growth Mindset Challenge" in i-File where students set personal learning goals, record their challenges and reflections	✓	✓								
			✓	✓								
							✓		✓		✓	✓
			✓	✓								

