



Li Cheng Uk Government Primary School
School Development Plan
2024/2025 - 2026/2027

LCUGPS

School Vision

We focus upon providing quality learning opportunities for all children. We strive to provide a well-rounded education that values and supports the intellectual, physical, social and moral development of each child. We have a commitment to ensure that quality learning and teaching is the central focus of every classroom.

School Mission

We are committed to promoting:

The Joy of Learning

The Love of Learning

The Passion for Life-long Learning

We have a very happy and positive school climate. The school provides an environment that is enjoyable, stimulating, supportive and conducive to learning.

1. Holistic Review of School Performance

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

Major Concern and target	Extent of the target achieved, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
Major Concern 1: Nurturing students to become confident and enthusiastic life-long learners Target(s): <ol style="list-style-type: none"> To enhance students' effective learning strategies and study skills To cultivate problem solving and critical thinking skill To nurture students' reading habits and enhance their reading ability To enhance teachers' professional development on recent trends in pedagogy 	1. To enhance students' effective learning strategies and study skills (Fully achieved) With the implementation of various learning strategies and study skills such as pre-lesson enquiry, and note-taking, students could improve their ability to learn and retain knowledge. Over 90 % of the students agreed that they could make use of the links or resources in developing their self-learning strategies and study skills. Over 75 % of the students agreed that the display of their work in public could build up their confidence and enthusiasm in learning.	As students could apply various strategies and study skills in their learning tasks, teachers will continue to use these active learning strategies to help students apply their skills in a dynamic and engaging learning environment. The school will continue to display students' work in fostering a positive and supportive learning culture.	

¹ At the end of a school development cycle, schools should conduct a holistic review of the overall performance in implementing the SDP. The following points should be considered when conducting the review: (1) The effectiveness of the SDP should be evaluated with reference to the targets and the corresponding success criteria set; (2) Schools should report on the extent of achievement against the targets and deliberate on the reasons for the level of achievement; and (3) Schools should decide how individual major concerns are to be followed up if the targets are not fully achieved. They should consider revising the major concerns with enhanced implementation strategies. For major concerns with targets fully achieved, schools may incorporate them in their routine work or think of further development for the next school development cycle. For details, please refer to paragraph 3.3.1(a) of the related compilation guidelines.

Major Concern and target	Extent of the target achieved, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
	<p>2. To cultivate problem solving and critical thinking skill (Mostly achieved)</p> <p>Most of the KS2 students were able to apply coding and computational thinking skills in CoolThink Programme. STEAM learning activities and solution-based challenges were conducted. Students enjoyed the process and applied the skills in the different activities.</p> <p>Elite STEM group students joined various STEM competitions and got excellent results.</p> <p>Support from GS Learning Circle strengthened the implementation of scientific investigation in STEAM project.</p> <p>3. To nurture students' reading habits and enhance their reading ability (Mostly achieved)</p> <p>Various reading programs were launched and reading award scheme was implemented to nurture students' reading habits. There is still a small number of students who did not actively participate in the assigned reading programs.</p> <p>Reading workshops / talks for parents and students were arranged to promote the culture of reading.</p> <p>Students were exposed to a variety of texts and topics through reading across the curriculum, subject-based reading strategies were taught and reading tasks were done in various subjects and students could master certain reading skills.</p>	<p>Technology is the mainstream of today's development. To enhance problem-solving and critical thinking skills are crucial for preparing students to tackle complex real-world problems and adapt to changes in technology. Project-based learning tasks will be continued in the next school development plan.</p> <p>More students will be encouraged to join the STEAM activities / events to widen their learning opportunities and confidence.</p> <p>Reading programs will be arranged as routine work to widen children's scope of reading and knowledge, exposing them to a variety of subjects and ideas.</p> <p>Diversified range of appropriate reading materials will be provided to students to nurture their reading skills, interests, and abilities.</p>	

Major Concern and target	Extent of the target achieved, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
	<p>4. To enhance teachers' professional development on recent trends in pedagogy (Fully achieved)</p> <p>Numerous workshops and talks on STEAM computational thinking education and other relevant themes were arranged for teachers.</p> <p>Teachers reflected that they have applied various innovative and effective teaching strategies which were discussed in collaborative lesson planning meetings.</p> <p>With the support from QEF Network Coordinating School and participation in Learning Circles, pedagogical strategies were further enhanced.</p>	<p>Workshops and sharing sessions will be arranged as routine work to enhance the professional growth for teachers to learn new strategies and pedagogical techniques.</p>	

Major Concern and target	Extent of the target achieved, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
<p>Major Concern 2: Empowering students to become responsible, empathetic and socially adept young individuals</p> <p>Target(s):</p> <ol style="list-style-type: none"> 1. To foster the sense of responsibility and self-discipline in daily life 2. To promote empathy and mutual understanding 3. To cultivate socially adept behaviour to face the challenges in life 	<p>1. To foster the sense of responsibility and self-discipline in daily life (Fully achieved)</p> <p>Students responded positively to the thematic talks and demonstrated improvements in their sense of responsibility and self-discipline. The feedback from teachers and students indicated that the talks were effective in instilling students a sense of national identity and ownership in their studies and encouraging students to be more punctual and responsible in their studies. The Record Cards of Homework Completion Scheme also showed an increase in the number of students handing in their assignments on time.</p> <p>2. To promote empathy and mutual understanding (Fully achieved)</p> <p>The home-school cooperation scheme was effective in promoting positive behaviour, and being role models as good and responsible citizens among students and strengthening the bond between teachers, parents, and students. The training programs for peer power also helped develop their skills and ability to support others. The feedback from participants indicated that the programmes were useful in teaching them how to help one another with social, academic and emotional difficulties.</p>	<p>Thematic talks and Homework Completion Award Scheme will be arranged as routine work to foster students' responsibility and self-discipline in daily life.</p> <p>The collaboration between the school, parents, and students proved to be essential in achieving this goal, and the training programs for peer leaders were effective in promoting students' empathy and mutual understanding. Therefore, they are recommended as routine work for the coming academic year.</p>	

Major Concern and target	Extent of the target achieved, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
	<p>3. To cultivate socially adept behaviour to face the challenges in life (Fully achieved)</p> <p>The thematic talks and workshops were effective in increasing students' awareness of law enforcement and strengthening their sense of national identity and sense of belonging. The feedback from students indicated that the activities helped them develop a better understanding of their roles as responsible citizens and prepared them to face challenges in life. The training program on resilience skills also proved to be valuable in helping students overcome challenges in life.</p>	<p>The thematic talks, workshops, and training programs provided students with valuable skills and knowledge to navigate the challenges they may face in life. The feedback from students and observations confirmed the positive impact of these strategies on students' personal and social development.</p> <p>It is better to keep the training programme on resilience skills in the next development cycle.</p>	

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

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

National identity

The cross-curricular learning project for P.1 to P.6 on different Chinese inventors was conducted. Most students showed interest in the project. They understood the qualities of hard work, perseverance and creativity are important for solving problems and appreciated the contributions made by these inventors. 67% of students agreed that cross curricular learning and experiential activities could enhance students' identification with national identity.

40 P.5 and P.6 students joined the Study Tour to Foshan. 90% of them indicated that the tour could deepen their understanding of Foshan and Chinese culture and agreed that they learnt a lot beyond the classroom. For Sister-school Exchange Program, students of a P.5 class had Pen Pal Activity, Debate Competition and STEAM Activity with mainland students together which allowed them to have more interactions and developed better understanding of Chinese traditions.

The Chinese subject panels and teachers introduced traditional Chinese culture and customs to students during different traditional Chinese festivals which enabled students to learn about Chinese customs, related etiquette, and enhances their interest in Chinese culture. Furthermore, the school organizes Cultural Day for students, featuring booths with games and traditional Chinese performances, such as martial arts and juggling. According to teacher observations, students actively and enthusiastically participated in these activities to experience and appreciate Chinese culture.

In order to cultivate students' national identity, our school participated in the 2023 'Constitution and Basic Law' Student Ambassador Program organized by the Education Bureau. Through learning and training, the student ambassadors learned to promote activities related to national security education within the school and developed their leadership abilities. Additionally, the school has established a flag-raising team responsible for the weekly flag-raising ceremony on campus, which is attended by all teachers, students, and staff. Students attend the weekly flag-raising ceremony respectfully. They can recognize the national flag and national emblem and show respect when the national anthem is played.

Furthermore, our school has participated in different national education activities organized by the Education Bureau, such as the 2023 National Day Online Quiz Competition, the 2023 National Constitution Day Online Quiz Competition, and National Security Education Writing competition etc. Students also participated in a series of "Love Our Home, Treasure Our Country" activities and learnt more about the Martial Arts and Chinese Poetry. Our students have shown active participation and enthusiasm in these competitions and activities. 7 students represented LCU and recorded martial art performances on behalf of our school. One P.5 student won the 1st Prize in Parent-child Model Creation Competition.

^{II} The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

Positive values and attitudes

The Discipline Stream as well as Guidance and Counselling Stream have implemented different measures to help students develop positive values and attitudes. Values education lessons with related activities and thematic talks on the twelve priority values, life planning and sex education workshops, Big Brother Big Sister Programme, as well as Service Team aim to help students develop a sound moral character. Homework Completion Award Scheme targeting on the completing learning assignments seriously and Discipline Competition aiming to help students to be self-disciplined were arranged.

From the stakeholder survey, 75% of the students agreed that the school helps develop good moral character and actively teaches them how to get along with others, such as showing respect for others and being considerate. In general, students behaved better when Discipline Competitions were conducting. However, they could not keep good discipline all the time. Only 65% of the students agreed that their schoolmates respect the teachers and 52% of the students thought their schoolmates are self-disciplined and follow rules although 89% of the students admitted in APASO that they think 'to follow everyone's accepted rules' is important.

On the other hand, teachers found that the Big Brothers and Big Sisters could provide adequate support and guidance to the younger schoolmates demonstrating responsibility and leadership skills. When engaging in social service activities, students showed understanding of the needs of others, developed a sense of empathy and were willing to create a positive change in the society.

Homework Completion Award Scheme has been implemented for three years. 89% of Key Stage 1 students and 78% of Key Stage 2 students achieved certificates in different phases of the scheme and 77% of the students reflected in stakeholder survey that they often complete learning tasks seriously. 25.5% of the teachers did not agree with it and think that there is much room for improvement.

Knowledge of key learning areas

As for curriculum implementation, 90% of the teachers agreed that the school curriculum aligns with the Knowledge of Key Learning Areas. Collaborative lesson planning of the core subjects is conducted on a regular basis. Teachers of the same level discuss the learning difficulties students may encounter and design learning activities targeting on enhancing effective learning strategies, study skills, problem solving and critical thinking skills as well as catering for learner diversity. This enables teachers to have collaborative effort of the production of learning materials and how the learning focus of each subject is closely aligned with the unit. Lesson observations among peers were also arranged to share good teaching practices.

Students are generally interested in learning and can follow teachers' instructions to take part in activities within and beyond the classroom. They are attentive and ready to answer teachers' questions. In general, they are able to express their ideas quite clearly. Many of them are receptive to suggestions and can make use of teachers' feedback to understand how they have performed. Most of the students understand the key learning points and generally have a grasp of knowledge and skills. As found from Stakeholder survey, over 75% of the students reflected that they enjoy and are confident in learning and take an active role in learning inside and outside of the classroom. 69% of them admitted that they know how to apply learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources while 67% of them thought that teachers' questions inspire their thinking inside and outside of the classroom. This reflects that some students still need help from teachers to acquire the learning skills and use different levels of questions to support their learning. Moreover, as observed in lessons, students' initiative in learning Chinese and their capacity for self-learning is not high. Their performance in Chinese and Mathematics in internal and external assessments is not

satisfactory.

As reported in focused inspection of Arts Education, students generally have a positive attitude and engaged actively in music learning. They were keen on participating in various music performances such as the gala performance. Students also participated actively in a range of visual arts competitions and attained prizes.

Language skills

Due to the importance of trilingual communication in Hong Kong, our school curriculum includes English, Chinese, and Putonghua subjects. The aim is to foster students' language proficiency and develop their language skills effectively. 88% of the teachers agreed that the school curriculum aligns with the learning goals of language skills.

Most of our students can speak in English fluently. The English subject actively promotes reading and writing skills aiming to extend learning beyond the classroom. Proficient reading and writing abilities are essential for success in higher education, career advancement, and everyday communication in an increasingly globalized world. By implementing reading across the curriculum and self-learning using 'GoAdaptive' online learning platform, students are exposed to a wide range of texts which can improve their vocabulary, grammar, and overall language skills. Reading also helps students to understand different writing styles, sentence structures, and literary techniques. For Key Stage 2, the Native English Teacher and local English teachers co-teach in the writing lessons and employ the process writing techniques to help students master the writing skills, organize their thoughts, structure the ideas coherently and communicate their messages clearly. It also enhances their ability to articulate their opinions, engage in self-expression, and develop their own writing style. 2 groups of students got 1st and 2nd Place in Time to Talk Public Speaking Competitions, 7 students came in 3rd in the English Speech Festival and our drama group also got encouraging results in Drama Festival 2023/24.

The Chinese subject panel works hard to promote the use of Chinese for our non-Chinese speaking children. QEF project and GPS learning circle were sought to enhance learning through Chinese picture book teaching and writing. The teacher librarian conducted Chinese story telling sessions which helped develop students' listening and reading comprehension skills. By following the narrative, students learnt to understand the context, infer meaning, and made connections within the story which enhanced their overall language comprehension abilities. Moreover, Chinese subject panel organized Chinese Days to reinforce what students have learnt through fun and interesting games. Teachers also trained students to participate in storytelling competitions and the Chinese Speech Festival. Some students reflected that they learnt the public speaking skills and were more confident in speaking in Chinese. However, the majority of students do not take the initiative to speak in Chinese in daily conversation.

The Putonghua (PTH) subject was first introduced to students two years ago. Teachers collaborated their effort to choose the suitable learning materials for our students as they had no foundation at all. PTH learning is focused on listening and speaking and students found the subject new and interesting. Putonghua Days are also arranged for students to try out their communication skills. Moreover, some students were selected and trained to join the PTH Speech Festival and 2 students got the 3rd this year.

Generic skills

As for our Major Concern 1, enhancing students' effective learning strategies and study skills and cultivating problem solving and critical thinking skills are our targets for the past three years. From the stakeholder survey, 84% of the teachers agreed that the school curriculum aligns with the learning goals of generic skills.

The majority of students love IT lessons. They are active in learning and using different software and applications. Key Stage 2 students are gradually acquiring IT skills and coding skills with the implementation of CoolThink@JC Programme. A particular group of students attained outstanding achievement in some coding competitions.

69% of the students reflected in the Stakeholder Survey that they know how to apply learning strategies in various learning tasks. Students also demonstrated the use of different generic skills in STEAM Project, the learning activities in STEAM Week and other KLAs in different extent. Some of them could draw connections of what they learnt, integrate and apply knowledge across subject disciplines and display effective use of generic skills to handle the learning tasks. However, teachers found that there is still room for improvement for students to exercise the learnt generic skills in different context. Different subjects can target and focus on different generic skills, for example, collaboration, communication and critical thinking skills for language subjects, specific study skills for all subjects and creativity, critical thinking and problem-solving for cultural subjects, numeracy skills and problem-solving skills for Mathematics.

Reading and Information Literacy

As reading is of paramount importance for knowledge acquisition, development of vocabulary and language skills, stimulation of imagination and creativity, the school puts much effort in promotion of reading, such as running various reading programmes and reading awards schemes, organizing parent-child reading workshops, teaching reading strategies and exposing students to a wide variety of texts and topics through theme books display in the library. By observation, teachers found most students enjoy reading in the class period. However, as found from Stakeholder survey and APASO, only 52% of the students often read outside class and 47% of them spend 30 minutes or less on reading for enjoyment. 68% of the students admitted that they only read to get information that they need. Therefore, nurturing students' reading habits is still a big issue to deal with in the coming years.

The school is also dedicated to cultivating students with good information literacy. Each year, talks on information literacy and internet addiction are arranged for students and other relevant topics are incorporated into regular IT lessons. According to APASO, 60% of students reflected that they forget about time when using digital devices and 58% of them feel bad when there is no internet connection. 54% of the surveyed students spend more than 2 hours on digital devices for leisure on weekends. Therefore, helping students to have good control on the use of digital devices is also beneficial to their health and self-management.

Healthy Lifestyle

After school resumption, the school strives to provide opportunities for students to develop their physical strength and to participate in various types of sports, activities and competitions, such as cricket, basketball, football, volleyball, handball, and Inter-school Athletic Meet. According to teacher observations, students have shown active engagement and a keen interest in emerging sports. They also showed active participation and enjoyment in Active Recess Activities. As found from APASO, students scored high (the Q score of 116) in physical exercise, which means they have engaged in physical activities regularly and sufficiently. From KPM 24, about 70% of students are within the acceptable weight range. From KPM 25, 7.3% of students achieved the requirements of getting the Gold Level Certificate while 26.3% and 28.8% of students achieved the requirements of getting the Silver Level Certificate and Bronze Level Certificate respectively.

The school actively seeks resources to help students cultivate a healthy lifestyle and take care of their mental well-being. A mental well-being workshop and animal assisted activity were arranged to promote the well-being of students. Students displayed positive participation in the activities arranged by the school. As found from APASO, the surveyed students attained the Q-score of 100 which implied most of them do not have negative affect (no anxiety and depressive symptoms). However, the Q-score of 85 was found in positive affect which meant some students do not often experience joy and cheerfulness. Though students have satisfactory psychological health but yet the school has to make their school life happier by enhancing their relationship with teachers and getting satisfaction in learning.

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

The school sets the direction of its curriculum development and implementation strategies based on the overall aims of education, the school's vision and mission as well as our students' needs. The school curriculum covers all KLAs and offers learning experiences both within and beyond the classroom to enable students to acquire knowledge, develop generic skills and cultivate positive values and attitudes. The school deploys financial resources to renovate STEAM Lab, Computer Lab, VA Room, and Student Activity Centre etc. and purchases necessary e-learning resources, applies for school-based support programmes and joins various learning circles to create a collaborative atmosphere for teachers to design effective learning strategies and materials for students. Professional support, such as QEF project and various learning circles, has been sought from EDB and other network schools to enhance teacher professionalism in lesson design and teaching strategies. Internally, workshops on 'Forming and Framing Questions', 'Cooperative Learning Strategies', 'Teaching of Chinese Picture Books' etc. were arranged. Collaborative lesson planning is arranged to foster collaboration and exchanges among teachers through lesson observations and discussions about learning and teaching.

The school has established a 'National Security Education' task force, which includes the headmistress, the deputy headmistress, some senior teachers as well as subject panel heads to effectively allocate manpower, resources and specific fund (such as LWLG) to promote national security education work. In terms of school atmosphere, the school creates an ambiance through the use of posters and activities. There are bulletin boards in the school that display themes related to national education and national security education throughout the year. The posters are regularly updated to align with the current events. Additionally, the school has established a flag-raising team responsible for the weekly flag-raising ceremony on campus. On some specific occasions, speeches under the flag related to Chinese history and important events are delivered. In extracurricular activities, the school also provides various traditional Chinese cultural activities such as lion dance, martial arts, Chinese drum and Chinese dance.

The school utilises resources to cater for learner diversity, such as arranging split class teaching, enrichment classes, and providing TA in-class

support and extended learning beyond the classroom. The school identifies the basic needs of students in the area of support for development and offers relevant learning experiences for them. SEN Stream, Discipline Stream and Counselling Stream plan and organize appropriate support services for students on the basis of the school's development focuses through the provision of remedial teaching, school-based counselling services, values education, the curricula of KLAs and subjects and life-wide learning activities, life planning education in Key Stage 2, to meet the students' needs at different developmental stages. While the school has different posts of responsibility for students to gain experience and to develop life-long learning skills, life-wide learning usually takes the form of isolated activities organized by individual subject panels or streams, coherent overall planning may be beneficial to the overall effectiveness of fostering whole person development.

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

The school management understands the latest trends of education development and relevant policies and measures, and leads its team to set development targets, and taps resources from within and outside of the school to build a learning environment that is favourable for student learning and growth.

In general, the school management and key middle managers have adequate professional knowledge about their work. They are responsible, each duly and conscientiously doing their part. Most middle managers are able to formulate the programme plans of subject panels and committees congruent with the school's development direction, and carry them out orderly. However, according to the Teacher Stakeholder Survey, only 78% and 74% of the teachers agreed that the deputy headmistresses effectively monitor the work subject panels and committees and facilitate communication between the management and teachers respectively. They are not thoroughly able to execute their monitoring roles and communication between the different parties.

The school management is generally able to allocate tasks according to the school's development needs and teachers' strengths, and to define roles and responsibilities of staff clearly. In general, the school is able to formulate teacher professional development plans relevant to its and the students' needs, so as to achieve the goal of enhancing learning effectiveness. Subject panels attended training programmes from time to time, yet teachers were not eager to participate in outside school training activities. In subject meetings, most of the sharing sessions were done by subject panels.

In line with Hong Kong's aims of education, the seven learning goals and latest trends of education development, the school devises its development targets and implementation strategies, taking into account its vision and mission and current conditions. The school is generally able to implement various priority tasks by appropriately deploying manpower and other resources as well as adhering to the guidelines on the use of government grants for specific purposes. However, wide teacher participation is still lacking in the school's decision-making process, and the level of transparency in management has to be enhanced.

Most of the subject panels and committees plan their work, utilize resources properly and move on to the stage of implementation accordingly. They also regularly report work progress in subject meetings. However, the evaluation of some subject panels and committees is mainly reporting on their implementation progress, rather than evaluation of work effectiveness against the targets of their programme plans. Strong collaboration between subject panels and committees is still yet to be achieved.

The school utilises its own self-evaluation tools as well as those provided by the EDB to review work progress and gather feedback from different stakeholders on its work. From the results of stakeholder (Parents, Students, Teachers) surveys, the school management and middle managers are

able to foster a harmonious working relationship among staff and promote mutual cooperation. The staff care about the students, offering them praise and encouragement, and the teacher-student rapport is generally good. Most students behave properly. They are able to get along with others, and willing to participate in school activities and services.

The staff aligns with the school's vision and mission. Teachers carry out their respective duties and are supportive of the school's activities and affairs. The students enjoy campus life and are satisfied with the school environment. The school regularly carries out reviews for improvement, but it has yet to establish better morale which could have a positive impact on teachers' job satisfaction and overall effectiveness of the school.

c. How Can My School Be Better

Building on the reflection in the previous part (4b), schools could further consider how they can do better in helping students achieve the seven learning goals based on students' needs and the school's capacity for continuous improvement and development when setting out development priorities. For details, please refer to paragraph 3.3.1(b) and the appendix of the related compilation guidelines.

◆ What are my students' needs?

(Schools could consolidate the reflections on the first question in the previous part (4b) – students' performance in achieving the seven learning goals, and reflect on the areas that can be further promoted for the whole-person development of students in light of their interests, abilities, learning and developmental needs at different key stages.)

As majority of our students are non-Chinese speaking students, understanding the Chinese culture and integrating into the local community can enable them to lead a happy life in Hong Kong. Due to the importance of trilingual communication in Hong Kong, it is beneficial for our students to develop proficient Chinese and PTH communication skills though they are effective in communication in English. As generic skills are important for life-long learning and only 69% of the students in stakeholder survey admitted that they know how to apply learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources, teachers need to help students master the generic skills through learning tasks and projects. From the student stakeholder survey and APASO, only 52% of the students often read outside class and 47% of them spend 30 minutes or less on reading for enjoyment while 68% admitted that they only read to get information that they need. Nurturing students reading habits is also vital for their life-long learning.

As found from student stakeholder survey, only 65% of the students agreed that their schoolmates respect the teachers and 52% of the students thought their schoolmates are self-disciplined and follow rules, it is important to help students develop good discipline, positive values and attitude for their whole-person development.

To develop a healthy lifestyle and good mental well-being can strengthen students' ability to face challenges and difficulties. From APASO, the Q-score of 85 was found in positive affect which meant some students do not often experience joy and cheerfulness. It is essential for the school to make their school life happier by enhancing their relationship with teachers and getting satisfaction in learning.

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

(Schools could consolidate the reflections on the second and third questions in the previous part (4b) – schools' enrichment of students' learning experiences and their leadership in fostering continuous improvement and development –, and consider their own strengths and areas for further improvement, such as SSE effectiveness, professional capacity of and consensus among teaching staff, support of parents as well as human and financial resources available, so as to strengthen their professional leadership and enhance their capacity for continuous improvement and development with a view to promoting the effectiveness of learning and teaching.)

According to the Teacher Stakeholder Survey, only 78% and 74% of the teachers agreed that the deputy headmistresses effectively monitor the work subject panels and committees and facilitate communication between the management and teachers respectively. They are not thoroughly

able to execute their monitoring roles and communication between the different parties. Regular stream meetings could be held for teachers to voice their opinions to their stream heads and respective DHs to strengthen the communication channel. Teachers are also welcome to approach DHs and HM directly. DHs should scrutinize the documents, implementation plans and reminders prepared by different subject panels, streams and committees to monitor the functions and their quality work. Teachers can also seek support from their stream heads and DHs whenever needed. The school management is generally able to allocate tasks according to the school's development needs and teachers' strengths, and to define roles and responsibilities of staff clearly. Subject panels attended training programmes from time to time. However, teachers were not eager to participate in outside school training activities. They will be nominated by subject panels to attend relevant workshops and seminars to enhance their professional knowledge and share what they learnt in the subject meetings.

The school utilises its own self-evaluation tools as well as those provided by the EDB to review work progress and gather feedback from different stakeholders on its work. From the results of stakeholder (Parents, Students, Teachers) surveys, the school management and middle managers are able to foster a harmonious working relationship among staff and promote mutual cooperation. However, the evaluation of some subject panels and committees is mainly reporting on their implementation progress, rather than evaluation of work effectiveness against the targets of their programme plans. Strong collaboration between subject panels and committees is still yet to be achieved.

The staff aligns with the school's vision and mission. Teachers carry out their respective duties and are supportive of the school's activities and affairs. The students enjoy campus life and are satisfied with the school environment. The school regularly carries out reviews for improvement, but it has yet to establish better transparency and morale which could have a positive impact on overall effectiveness of the school and teachers' job satisfaction.

- ◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?
(Schools could consolidate the reflections on the first two questions in this part – students' needs and school's capacity for continuous improvement and development –, and deliberate how to optimise the school's capacity to foster the whole-person development of students as well as formulate the key focuses of work in the next school development cycle.)

Based on the above analysis, there is room for improvement in students' learning and generic skills. It is hoped that with better monitoring role of the DHs and teachers' active participation in outside training activities and collaborative lesson planning in the new development cycle, we can effectively cater for students' learning diversity, provide them with diverse learning experiences, and enhance their learning interest and abilities. Regarding students' discipline and positive values, we hope that through positive education and establishment of healthy lifestyle, we can cultivate students to become positive, well-disciplined, and healthy individuals.

The school hopes to drive improvements in these key areas during the upcoming development cycle with the ultimate aim to enhance the holistic growth and competencies of our students.

2. Major Concerns of the 2024/25 - 2026/27 School Development Cycle

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

- 1. Developing students' passion and capability for learning**
- 2. Nurturing students to become positive, self-disciplined and healthy individuals**

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

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of <u>Primary Education</u>) ^{III}
		Year 1	Year 2	Year 3		
1. Developing students' passion and capability for learning	• To cultivate students' generic skills and self-directed learning skills	✓	✓		• Empower teachers with effective questioning techniques and teaching strategies of self-directed learning	• generic skills
		✓	✓	✓	• Design lessons and enrich learning materials to cultivate generic skills and self-directed learning skills	
		✓	✓	✓	• Discuss teaching strategies in CLP Meetings	
		✓	✓	✓	• Implement theme-based project work and cross-curricular projects	
		✓	✓	✓	• Provide different resources and e-learning platforms (Rainbow One, PLANETii and GoAdaptive etc.) for self-learning	

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Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Primary Education) ^{III}
		Year 1	Year 2	Year 3		
1. Developing students' passion and capability for learning	<ul style="list-style-type: none"> To arouse learning motivation and cater for learner diversity 	✓	✓	✓	<ul style="list-style-type: none"> Make use of e-learning or design interactive and hands-on activities to arouse motivation and participation 	<ul style="list-style-type: none"> knowledge of key learning areas
		✓	✓	✓	<ul style="list-style-type: none"> Recognize students' effort in public and showcase students' work and achievement by various means (display board, lunch broadcast, google classroom, signage, school website and newsletter) 	
		✓	✓	✓	<ul style="list-style-type: none"> Employ effective questioning techniques and co-operative learning strategies to conduct lessons to engage students and provoke thinking 	
		✓	✓	✓	<ul style="list-style-type: none"> Design and enrich our graded learning tasks and assignments to cater for students' diverse learning needs 	
		✓	✓	✓	<ul style="list-style-type: none"> Make use of STAR platform (English and Maths) for consolidation and identification of students' weaknesses to inform teaching and learning 	

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Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Primary Education) ^{III}
		Year 1	Year 2	Year 3		
1. Developing students' passion and capability for learning	• To develop students' inquisitive mind through STEAM education and reading	✓	✓	✓	• Foster students' reading habits	<ul style="list-style-type: none"> • reading and information literacy • knowledge of key learning areas
		✓	✓	✓	• Equip students with various reading skills across the curriculum	
		✓	✓	✓	• Further strengthen STEAM learning activities in different KLAs	
		✓	✓	✓	• Engage students in hands-on experiments, projects and competitions to investigate scientific phenomena	
		✓	✓	✓	• Introduce AI concepts and technologies	

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

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Primary Education) ^{III}
		Year 1	Year 2	Year 3		
2. Nurturing students to become positive, self-disciplined and healthy individuals	• To enhance students' discipline and ability to follow rules	✓	✓	✓	● Arrange Thematic Talks on Self-discipline and Rules & Regulations	Positive values and attitudes
		✓	✓	✓	● Arrange parental talks to strengthen their ability to guide their children to follow rules and develop proper routines	
		✓	✓	✓	● Organize Quiz on School Rules and Regulations	
		✓	✓	✓	● Organize Discipline Competitions	
		✓	✓	✓	● Implement Whole School Approach Award Scheme - Good Students Passport	
		✓	✓	✓	● Recognize well-behaved students / classes in assembly	

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Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Primary Education) ^{III}
		Year 1	Year 2	Year 3		
2. Nurturing students to become positive, self-disciplined and healthy individuals	• To nurture students' positive values and mindset	✓	✓	✓	● Arrange Thematic Talks on positive values and mindset	Positive values and attitudes
		✓	✓	✓	● Implement and enrich Values Education Programme	
		✓	✓	✓	● Incorporate positive values in the teaching of KLAs	
		✓	✓	✓	● Organize emotional well-being programme for all students and developmental group programmes for students in need	
		✓	✓	✓	● Enhance the role of School Social Worker through informal meetings and group activities with students as well as counselling	
		✓	✓	✓	● Conduct home room activities for class teachers and students to enhance relationship and sense of belonging	

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Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Primary Education) ^{III}
		Year 1	Year 2	Year 3		
2. Nurturing students to become positive, self-disciplined and healthy individuals	<ul style="list-style-type: none"> To develop students' healthy lifestyles 	✓	✓	✓	● Arrange Thematic Talks (Healthy Eating Habits, Benefits of Doing Exercise, Say No to Addictions etc.)	Healthy lifestyle
		✓	✓		● Organize health talks and healthy cooking classes for parents	
		✓	✓	✓	● Implement MVPA60	
		✓	✓	✓	● Implement Fruity Recess	
		✓	✓	✓	● Practise relaxation exercise in lunch time	

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