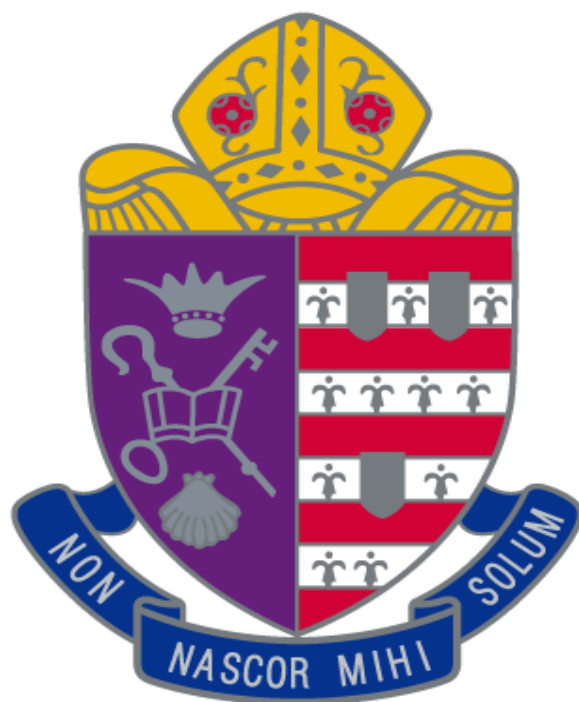




**Bishop Hall Jubilee School
School Development Plan
2026/27 - 2028/29**

School Vision & Mission

Our Vision

Upholding the tradition of Christian education, our school aims to holistically develop individuals who are caring, confident, loving, and embrace all that is good, true and beautiful. All students will graduate as healthy individuals, both in mind and body. As our school motto goes, “I am not born for myself alone”, all Jubileans will be nurtured to love and serve the community.

Our Mission

Bishop Hall Jubilee School was built to commemorate the Silver Jubilee of the consecration of the Rt. Rev. Ronald Owen Hall as the (Anglican) Bishop of the Diocese of Hong Kong, Macao and South China. The mission of the school is to make available to boys and girls a sound secondary education guided by Christian principles as professed by Sheng Kung Hui.

We strive to inspire our students to emulate Bishop Hall, a great and godly man who dedicated his whole life to serving the people of Hong Kong and China, in the spirit of his family motto – Non Nascor Mihi Solum (I am not born for myself alone), which was adopted as the school motto.

School Motto

Non Nascor Mihi Solum

I Am Not Born for Myself Alone

School Goals

Our school values each student as a unique creation of God, endowed with God’s gift. We aim to create a caring and positive learning environment to achieve the following school goals:

1. Incorporate Christian values and cultivate students’ moral and ethical consciousness to foster students’ positive personal development.
2. Promote a culture of active service to others as a reflection of learning about the Christian faith and school motto.
3. Nurture students in the spirit of the school’s core values of trustworthiness, perseverance, love, self-motivation, and self-discipline to help them become servant leaders.
4. Help students develop a global vision, appreciate the diversity of societies and cultures, and have a better understanding of our community and the world.
5. Create a language-rich environment to help students communicate effectively in both Chinese and English.
6. Equip students with the nine generic skills (collaborative, communicative, creative, critical thinking skills, information technology skills, numeracy, problem-solving skills, self-management skills, and study skills) to help them become proactive and independent learners who are able to work effectively in an increasingly interdependent and fast-changing world.
7. Encourage students to learn outside the classroom to broaden their horizons.
8. Provide opportunities for students to explore and stretch their potential in both academic and non-academic development.
9. Foster an appreciation for the beauty and diverse qualities of aesthetic expressions of various forms.
10. Cultivate an understanding of the importance of maintaining good physical and mental health to achieve a healthy and balanced lifestyle

4. Holistic Review of School Performance

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

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
Major Concern 1: To enhance students' learning capacity and scholastic competence through comprehensive strategies in teaching and learning. Targets: 1.1 To nurture students' Scholastic mindset and competence 1.2 To further nurture students to become conscientious and reflective 1.3 To further enhance students' language competence and cultivate their reading habits 1.4 To nurture the digital and information literacy of our students 1.5 To continuously improve the effectiveness of teaching	Fully Achieved: - BYOD policy and Mobile Device Management (MDM) deployment successfully established across forms. - Systematic utilisation of data analysis (TSA data, Value-Added scores, HKDSE reports) and Google Classroom deployment. - Career guidance framework & pathway awareness (F.5 Careers Fair, Tertiary Fair, JUPAS counselling) fully realised. Partly Achieved: - STEAM Maker Culture established, but junior C-Day projects faced science knowledge gaps (Physics/Chem/Bio). - English Book Club was active, but reading habit remains the lowest skill area overall (37.5%), and co-curriculars remain concentrated among elites. - Display boards appreciated, but assembly peer sharing rated uninspiring; student leaders lacked academic role-model status.	Incorporated as Routine Work: - Maintain routine MDM compliance oversight and digital citizenship modules in Computer Literacy and CT Periods as standard school operations. - Embed data-driven evaluation meetings (TSA, DSE) into routine departmental operations. - Embed annual Careers Fair, Tertiary Fair, and JUPAS counselling into routine Careers Committee annual schedule. Continue to be Major Concerns in the Next SDP (2026–2029 SDP): - To further enhance students' self-regulated learning and eliminate the "passing-mark mindset" through a "Learning Attitude Grade" and data-driven goal setting - To promote extensive eReading and broaden form-based language activities to non-elite classes - To restructure student leadership roles (SU, Prefects) as academic role models and improve campus study atmosphere	

and learning (T&L) 1.6 To enhance the academic atmosphere on the campus			
Major Concern 2: To instil positive values and lifelong aspirations into students and nurture them to become future leaders with a national and global mindset. Targets: 2.1 To nurture students to develop a lifelong vision of career planning 2.2 To enhance the mental and physical well-being of students 2.3 To cultivate positive attitudes and values in students and foster students' sense of national identity 2.4 To cultivate students' national and global mindsets 2.5 To boost students' abilities and mindsets to become future leaders	Fully Achieved: - Students have generally developed a sense of national identity and have deepened their understanding of the nation's history and development through speeches at flag-raising ceremonies, sharing at morning assemblies, visits and exchanges. F.5 Guangzhou CS tour, Silk Road trip, Sister School exchanges, and national competitions (Championship in Belt & Road Quiz) fully fostered national pride and legal awareness. - Career vision and post-secondary guidance framework fully established. - According to APASO, students' emotional well-being has improved significantly; their satisfaction with school life and their sense of belonging to the school have also increased. Partly Achieved: - Students have become accustomed to setting goals for their own learning and reviewing them for improvement in a timely manner. - Basic Law knowledge has been built, but digital legal literacy (cyber-safety, copyright) requires broader, structured coverage.	Incorporated as Routine Work: - Maintain CS Mainland Study Tours, Sister School exchanges, and national identity activities as routine school operations under CSD and MCNE committees. - Embed life planning, alumni sharing, and JUPAS counselling into routine Careers Committee operations. - Continue to implement the 4Rs Mental Health Charter - Implement morning and after-school sports training for S1 students Continue to be Major Concerns in the Next SDP (2026–2029 SDP): - To strengthen the cultivation of virtues such as “Respect” and “Empathy” so that students interact with others more maturely, enhancing their sense of well-being in school life - To strengthen students' knowledge of the Constitution and the Basic Law to deepen their understanding of national history and civic responsibilities, consolidating their national identity - To enhance students' understanding of the	

	- Students actively participated in overseas exchange activities to broaden their horizons. - Student leaders have enhanced their collaboration and problem-solving skills through organising activities and services.	Sustainable Development Goals to raise their concern for the long-term development of the community, the nation and the world - To strengthen leadership training for junior secondary students to expand the student leadership team and enable more students to realise their potential	
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b. Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

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

1. National Identity & Global Perspective

The school's strategic integration of values education, constitutional law literacy, and experiential learning has successfully cultivated a strong sense of national pride, civic responsibility, and international open-mindedness among students. Quantitative data from KPM 17 subscales confirm top-tier national performance, with students achieving maximum Q-scores of 116 and **85.7th percentile rankings (P: 85.7)** across all four national identity dimensions: Responsibility & Obligations, Pride & Love, National Flag & Anthem, and National Achievements. Moral development subscales demonstrate equally outstanding results, with Honesty (Q: 116, P: 85.7), Morality (Q: 116, P: 85.7), and Meaning in Life (Q: 115, P: 84.1) ranking well above Hong Kong norms. In the SHS Teacher Survey, curriculum alignment with National and Global Identity received an average rating of **4.1 / 5** (85.9% agreement). Parent feedback reflects strong institutional trust, with **73.5% agreeing** the school effectively builds good moral character (**mean 3.9 / 5**), **87.3% pleased to let their child study at BHJS (mean 4.2 / 5)**, and **86.4% confirming students respect teachers (mean 4.2 / 5)**. Students also express a solid sense of campus belonging (**KPM 17 P-score 76.8**), with **67.8% agreeing that peers help each other and get along well (mean 3.8 / 5)**.

Qualitatively, students demonstrated strong competence in national and cultural platforms, winning the **Championship** in the Hong Kong-wide "My interfaces with the Belt and Road Initiative" Integrated Abilities Competition (Senior Secondary Category) and **placing 2nd** in the 2nd Hong Kong Chinese Culture and Tourism Quiz Competition. Global perspective and diplomatic reasoning were broadened through the participation of 12 Interact Club and MCNE Team members in the **Poland Model United Nations (MUN) Conference & Cultural Study Tour** in Eastern Europe. Cross-border immersion was further reinforced through the **Form 4 Greater Bay Area Career Study Tour** to Zhongshan and Zhuhai, the **Form 5 Citizenship and Social Development (CSD) Guangzhou Tour**, Sister School cultural exchanges in Guangdong, the **Germany Business, Environment, and**

Culture Study Tour, and the **United Kingdom English Study Tour**. Students actively nurtured respect for pluralism and community commitment through face-to-face Service Learning with **Mary Rose School** (serving students with intellectual disabilities) and Christian Union outreach.

As students have generally developed a sense of national identity, their knowledge of the Constitution, the Basic Law and the laws of Hong Kong can be further strengthened, so that they better understand the inseparable relationship between the nation and Hong Kong and the nation's support for Hong Kong, while developing a law-abiding awareness as citizens of the nation. Moreover, students have encountered issues of sustainable development in different subjects and have built a basic understanding, but they need more diverse learning experiences to strengthen hands-on experience and practice. We can help students develop self-discipline by strengthening their awareness of class self-governance and practising green living on campus, and, through community service and advocacy, deepen their understanding of the Sustainable Development Goals so they can contribute to humanity's long-term development and well-being. In a multicultural society, students need to better understand people from different ethnic and cultural backgrounds, cultivate respect and empathy, and learn to appreciate and embrace differences. This will help foster a diverse and harmonious school culture and, in turn, society, reducing friction and conflict and enhancing well-being.

2. Breadth of Knowledge

In the SHS Teacher Survey, **80.7% of teachers agreed** that the school organises a broad and balanced curriculum (**mean 4.0 / 5**), with Breadth of Knowledge alignment rated at **4.1 / 5** (85.9% agreement). Subject panel heads demonstrate rigorous data-driven leadership, earning a **4.2 / 5 mean score** for utilising learning data to evaluate curriculum effectiveness. Academically, the school achieved **Stanine 7** in "Best 5" Academic Value-Added Performance in the 2025 HKDSE.

To stretch high-achieving students, teachers rated gifted program provision at **4.10 / 5** and competition support at **3.98 / 5**. In student survey data, **34.1% agreed** that gifted programs developed their talents (**mean 3.28 / 5**), while **47.8% confirmed** external competitions broadened their horizons (**mean 3.52 / 5**). Notable academic honours include a **Bronze Award** in the Hong Kong Girls' Olympiad in Informatics (HKGIOI), an **Honourable Mention** in the Hong Kong Olympiad in Informatics (HKOI), 3rd place in the **19th Joint School Literary Competition** and an advanced scientific visit to the **HKU-Pasteur Research Pole**. Students develop an understanding of contemporary local and global issues through **Form 1 PSHE Project Learning** (urban problems in Kowloon City), **PSHE Academic Weeks**, and CSD study modules, supported by a teacher interdisciplinary collaboration rating of **3.96 / 5**. However, internal self-evaluation revealed that junior secondary Co-Curricular Day (C-Day) project investigations faced foundational science knowledge gaps in Physics, Chemistry, and Biology, highlighting a need for pre-project science scaffolding.

3. Language Proficiency

The school maintains an English-rich immersion environment where English serves as the primary medium of instruction across subjects except Chinese, Chinese History, CSD, and Religious Studies. In the SHS Teacher Survey, alignment with Language Proficiency scored **4.2 / 5** (87.7% agreement). Teachers expressed confidence in the authentic English environment (**3.94 / 5**) and language competition support (**3.98 / 5**). In student

surveys, **55.3% of students expressed satisfaction** with their overall language skill improvement in English and Chinese. Co-curricular language achievements are exemplary: the English Drama Team won "Outstanding Teamwork" and "Outstanding Creativity" at **EMI Drama Fest 2025** for their original play "The Price". The Form 1 debating team demonstrated research and public speaking excellence in the **UNSDGs Debating Competition 2025/26**. Debaters also won the **Basic Law Inter-School Debate Competition (Basic Law Cup)** and competed in the **World Scholar's Cup (Regional Round)**. Three Form 5 students received the **Harvard Prize Book Award 2025**, and an **English Book Club** was established with 40 active members. Putonghua competence is developed through junior form curricula, with Interact Club members competing in the **HK-Macau Inter-school AI Putonghua Entrepreneur Competition**.

Despite co-curricular honours, empirical data flags **reading as the single lowest-performing domain across all stakeholder groups**. In KPM 17, leisure reading time (**P-score 32.0**) and non-assigned reading (**P-score 36.9**) fall into lower national percentiles. In the SHS Teacher Survey, **only 24.6% of teachers agreed that students like reading (mean 2.8 / 5 — the lowest item rating in the survey)**. Parent satisfaction with reading stood at **3.3 / 5**, while only **37.5% of students reported building a regular reading habit (mean 3.30 / 5)**. Furthermore, co-curricular language successes currently concentrate in elite classes, necessitating the extension of form-based language initiatives (reader's theatre, spelling bees, drama) across general classes.

4. Generic Skills

Generic skill acquisition—focusing on communication, problem-solving, critical thinking, and creativity—is embedded across STEAM hands-on workshops, project-based learning, and interdisciplinary academic weeks. In the SHS Teacher Survey, alignment with Generic Skills received a **3.9 / 5** mean rating (77.2% agreement). Teachers rated STEAM hands-on workshops at **3.81 / 5** for fostering a "Maker Culture" and sharpening core generic skills. In student survey feedback, **37.9% of students agreed** that STEAM workshops improved their communication, problem-solving, and creative abilities (**mean 3.33 / 5**). **47.8% of students confirmed** that participating in external competitions broadened their horizons (**mean 3.52 / 5**; teacher rating **3.98 / 5**). Debating competitions (UNSDGs, Basic Law Cup) and C-Day project learning effectively cultivated integrative critical reasoning and research skills.

However, self-evaluation data highlights a perception gap between teacher confidence in generic skill delivery (**3.9 / 5**) and student self-perception (**3.33 / 5** in STEAM), indicating that students require explicit self-assessment rubrics to internalise skill gains. Furthermore, teacher survey items revealed persistent concerns regarding lower-form study passivity, with low ratings for student study initiative (**mean 3.2 / 5**), interest in learning (**mean 3.2 / 5**), and homework completion (**mean 3.1 / 5**). To foster genuine self-directed learning, assessment structures must incorporate a subject-based "**Learning Attitude Grade**" to reward daily study effort and self-regulation.

5. Digital Literacy

In the SHS Teacher Survey, alignment with Information Literacy scored **4.0 / 5** (82.5% agreement). Teachers rated CL curriculum adaptation at **3.67 / 5**, flexible IT/AI deployment at **3.77 / 5**, and Learning Management Systems (Google Classroom, Kahoot, Padlet, Mentimeter) at **4.04 / 5**. Student survey data show that **50.9% learned to use digital devices and AI wisely (mean 3.57 / 5)**, **55.9% utilise AI tools in daily study (mean 3.66 / 5)**, **56.5% felt e-learning tools made lessons interactive (mean 3.67 / 5)**, and **59.3% confirmed learning fact-checking in Class Teacher Periods**. In KPM 17, students demonstrated strong resilience against digital addiction (**No Addiction: Q-score 116, P-score 85.7**). Interact Club members shone at the **Digital Entertainment Leadership Forum (DELFF) 2025** with AI creative productions.

However, operational challenges remain regarding classroom device discipline. Teacher ratings for student compliance with Mobile Device Management (MDM) rules stood at **3.29 / 5**, indicating that non-educational screen time and social media checking during study periods create classroom management friction. Moving forward, the school must advance from basic e-learning to formal Generative AI tutors (24/7) while enforcing a whole-school iPad usage policy and stricter MDM whitelist profiles during class hours.

6. Life Planning

Life planning and career guidance provisions are highly structured, equipping senior secondary students with clear post-secondary pathway insights, university requirements, and executive function (EF) self-management skills. In the SHS Teacher Survey, alignment with Life Planning scored **4.0 / 5** (82.5% agreement). Teachers awarded high ratings to post-secondary pathway guidance (**4.06 / 5**) and mentorship programs (**3.87 / 5**). Key career exploration initiatives include the **Form 5 Careers Fair** featuring alumni doctors, engineers, lawyers, and accountants; the **BHJS Tertiary Institutions Fair 2025** featuring six Hong Kong universities (HKU, CUHK, HKUST, CityU, PolyU, HKBU); the **HKPAA Career Planning Talk** for Form 4; BAFS student visits to the **CW CPA firm**; and the **Form 6 Elite Mentorship Scheme** matching 16 high achievers with 10 distinguished alumni mentors.

Through life-planning activities at each form level, students have gradually mastered goal-setting, mid-term review, and end-of-term reflection. They have also learned to consolidate information on elective subject choices and make good use of experiential and exchange opportunities to understand the prospects of different industries, as well as their own interests and aspirations, so they can plan their paths for further studies and careers. In student survey feedback, **51.6% agreed they improved self-management skills such as goal setting and time planning (mean 3.49 / 5)**, while **50.6% clearly understood their future study and elective choices (mean 3.55 / 5)**. Parent confidence is firmly established: **58.2% confirmed the school helps resolve developmental and emotional challenges (mean 3.7 / 5)**, and **69.5% agreed the school helps children develop life skills (mean 3.8 / 5)**. However, Form 3 mock subject selection data revealed student apathy and unrealistic elective choices, demonstrating that career guidance and goal-setting frameworks must extend downward into Form 3/4 before formal subject selection. Moreover, leadership training in school needs to be more widely available so more students can understand and develop their personal leadership potential and discover their own interests, aptitudes, and abilities through activities and services. This will enable them to explore their future study and career directions more proactively and confidently, and to plan their personal development paths.

7. Healthy Lifestyle

The school actively promotes positive values, academic-CCA balance, and aesthetic appreciation. Students participated enthusiastically in the Hong Kong Schools Music Festival, Hong Kong Schools Speech Festival, annual campus music concerts, EMI Drama Fest 2025, 19th Joint School Literary Competition, Chinese Culture Week, and Visual Arts exhibitions. Form 1 Growth Challenge Camps and Form 4 Adventure-based Camps fostered physical growth and team bonding. Students' participation in sports has gradually increased, especially among junior secondary students, with additional morning and after-school sports training. Integrated with class management, inter-class dodgeball competitions encouraged sports participation and strengthened class unity. To help students balance study and CCA commitments, teachers rated schedule rearrangement (resolving tutorial/practice clashes) at **3.88 / 5** and club enrollment quotas at **3.96 / 5**. **49.7% of students agreed** they successfully balanced study time and club/team activities (**mean 3.50 / 5**). Positive learning attitudes were celebrated through the **Positive Attitude Award Scheme** and **First Class Honours Assemblies** (for term marks >80).

Crucially, KPM 17 subscales flag a sharp contrast between high moral identity (**P-score 85.7**) and affective health indicators: No Anxiety/Depressive Symptoms (**P-score 50.0**) and Physical Exercise frequency (**P-score 36.9**) fall into significantly lower national percentiles. Only **50.8% of students felt they maintained a healthy life balance (mean 3.5 / 5; parent score 3.5 / 5)**. In addition to strengthening students' physical fitness, the school must actively support the sustained development of its sports and arts teams despite tighter resources in recent years. This will allow students to keep pursuing their passion for sports and the arts while facing academic challenges, raise their personal attainment, cultivate perseverance, and achieve balanced whole-person development.

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

The school organises a comprehensive academic structure covering all 8 Key Learning Areas (KLAs) in junior secondary (F.1–F.3) and 13 HKDSE electives in senior secondary (F.4–F.6), complemented by off-campus language/music courses in Japanese, French, and Spanish. To address diverse needs, the school has implemented featured school-based curricula such as Literature & Drama and STEAM education. Interdisciplinary collaboration is actively fostered through initiatives like Form 1 PSHE project learning (investigating urban problems in Kowloon City), Form 2 C-Day STEAM projects (wind turbine construction using merging machinery), and annual KLA Academic Weeks. Furthermore, teachers provide graded worksheets, challenging assignments, and nominations for external programs—such as the HKUST Dual Programme and CUHK Gifted Programme—to stretch higher-achieving students.

We established 1:1 BYOD iPad access across Forms 1–4, utilising e-learning tools like Google Classroom, Kahoot, Padlet, and Mentimeter to make lessons interactive and facilitate self-directed study beyond physical classroom boundaries. Scientifically, the school adopted a 3-Year BHJS AI Development Plan, subscribed to enterprise AI platforms (Google Gemini) for staff, and fine-tuned the Computer Literacy (CL) curriculum to cover digital citizenship, AI logic verification, and coding in Python and SQL. Digital ethics and information literacy are systematically woven into Class Teacher Periods (CTP) and subject curricula, teaching students how to evaluate source authenticity and combat fake news.

To foster biliterate and trilingual proficiency, the school renovated the Language Corner for book sharing sessions and author talks, hosted campus book fairs, and arranged library visits during regular English lessons. We officially established the English Book Club as a co-curricular team with 40 active members. Co-curricular language platforms were expanded through the Drama Team, public speaking initiatives, Putonghua competitions, and different kinds of competitions.

To create dedicated space for Other Learning Experiences (OLE), the school designated two lessons on Day 6 of the 6-day cycle as Co-curricular Days (C-Days) dedicated to values education, community service, aesthetic/physical development, and career experiences. Beyond campus, the school organised extensive mainland and overseas study tours, including the Form 4 Greater Bay Area Career Study Tour (Zhongshan & Zhuhai), Form 5 CSD Guangzhou Tour, Poland Model United Nations (MUN) Tour, Germany Business Tour, UK English Study Tour, Silk Road Exploration Trip, and Sister School cultural exchanges in Guangdong.

The Careers and Life Planning Committee implemented a structured framework featuring the annual Form 5 Careers Fair (bringing alumni doctors, lawyers, engineers, and accountants), the BHJS Tertiary Institutions Fair (inviting admissions officers from six Hong Kong universities for F.3–F.5 students), HKPAA Career Planning Talks, and BAFS student visits to the CW CPA firm. For high achievers, the school runs the Form 6 Elite Mentorship Scheme, pairing senior students with alumni mentors for academic and career coaching. Additionally, teachers integrated the SMART goal-setting framework and time-blocking study techniques into Class Teacher Periods to sharpen executive function skills.

Over the past three years, apart from upholding its tradition of providing service learning opportunities, such as arranging for F3 students to serve students of special schools and setting up various student service organisations (e.g. Interact Club, Dream Compassioneers, Animal Care Society), the school has also integrated service elements into activities across different domains, such as community visits by the Christian Fellowship, the Guidance Committee's service programme, and the service training and opportunities provided by the SEN Committee for SEN students. These enable students to learn to serve with humility and to practise Bishop Hall's service spirit of "I am not born for myself alone", while enhancing their communication and collaboration skills, deepening their understanding of community needs and boosting their self-confidence. The school has also introduced more uniformed groups: in addition to the Scouts and Girl Guides, a Red Cross Youth Unit and a Sea Cadet Corps unit have been newly established. Through foot drill training, skills development and team life, students gain richer learning experiences that promote their whole-person development.

The school attaches great importance to cultivating students' national identity and global perspective. Apart from integrating relevant elements into the academic curriculum and regularly holding flag-raising ceremonies and thematic morning assemblies, the school actively organises a variety of activities, such as participation in competitions on national affairs and the Basic Law, and visits to National Games competitions, the National Security Education Exhibition, the barracks of the PLA Hong Kong Garrison and the Hong Kong Museum of History, to deepen students' understanding of the nation and its history. The Chinese Tea Society has been set up and the Chinese Culture Week is held annually to cultivate

students' interest in and appreciation of Chinese art and culture. Students are also arranged to take part in various Mainland exchanges and competitions; for example, every year students visit our two sister schools in Guangzhou and join Mainland study tours covering Inner Mongolia, Xi'an, Xiamen, and other places. Our students have also won regional competitions and represented Hong Kong in a national prose recitation competition and a Mainland study tour on "Telling Good Stories of Hong Kong". Through exchanges with Mainland students, these activities broaden students' horizons, inspire them to learn from others' strengths, and foster their appreciation and recognition of the nation's development.

The school also provides many overseas learning experiences. In addition to the annual English study tour and the World Scholar's Cup, students have, in recent years, been arranged to participate in MUN conferences in the United Kingdom and Poland, exchanging views on global issues with students from around the world, and our students have received awards in recognition. Furthermore, our student team has been sponsored by the Hong Kong Innovation Foundation (HKIF) to join the 49th International Exhibition of Inventions Geneva, which is a great recognition of the school's STEAM development. The school offers various exchange opportunities, including music exchanges in Singapore, service exchanges and subject-based field trips in Korea and Taiwan, Chinese debate exchanges in Malaysia, and reciprocal visits with Japanese high schools, enabling students to gain overseas learning experiences and develop a global perspective.

We also value sports development and continually introduce new sports, such as the lacrosse and golf teams established in recent years, giving students more diverse training opportunities. Our golf, handball and volleyball teams have received inter-school awards, with encouraging results. To help students develop exercise habits, we have also added morning and after-school sports training for F1 students to help them build physical fitness and team spirit. Together with regular inter-house sports competitions, the Athletics Meet and Swimming Gala enable our students to unleash their sporting potential.

Regarding students' mental health, the school has joined the 4Rs Mental Health Charter and actively encourages students to value their mental health through four aspects – Rest, Relaxation, Relationship and Resilience – while cultivating healthy lifestyles and developing a school-family support network. In addition to introducing Fri-YAY (Friday sportswear day) and Midday Joy (restricting supplementary lessons and quizzes during lunchtime), we have reviewed the homework policies of all subjects, arranged examination timetables reasonably and increased the number of study-at-home days, reducing students' workload at the policy level and ensuring they have sufficient rest. We have also set up a Wellness Zone in the library and refurbished the tables and chairs in the rooftop garden to create suitable relaxation spaces for students. Through the Guidance Committee's Guidance Days and Fruit Days, as well as the SEN Committee's Giveaway Days, students can relax and relieve stress during lunch breaks by playing booth games and sharing fruit and desserts. We have also invited singers and stand-up comedians to perform at school on several occasions, helping students learn positive thinking by appreciating these performances. The quantitative data further reflected the positive impact of these initiatives on students' well-being. Half of the students agreed or strongly agreed that Guidance Committee activities helped them feel happy and relaxed, and 56.2% of students who used the Wellness Zone considered it helpful for relaxation. Students' emotional state also improved, with Q-scores for Positive Affect, No Anxiety and Depressive Symptoms, and No Negative Affect reaching 97, 100, and 105, respectively.

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

With professional leadership, strategic capacity building, and effective monitoring, our school continues to strengthen its self-evaluation mechanism to drive sustainable development for students' whole-person growth and lifelong learning.

Distributive Leadership and Empowered Middle Management: Over the past three years, our middle management team has steadily grown in capacity and expertise. Through regular Academic and Pastoral Care Committee (APCC) meetings, core leaders across academic, student support, and co-curricular domains regularly exchange insights and align strategies with the school's overarching goals. Middle leaders effectively execute their roles as planners and coordinators, fostering cross-departmental synergies and driving whole-school initiatives forward. **Whole-School Engagement in the P-I-E Self-Evaluation Cycle:** Our school has embedded a strong self-evaluation culture by involving the entire teaching staff in the Planning-Implementation-Evaluation (P-I-E) process. Teachers across various subject panels, committees, and form-level teams systematically review school performance and student needs from multiple perspectives. Utilising data from SHS, APASO, and internal evaluations, teachers actively engage in professional dialogue to identify strengths and areas for growth, collaboratively shaping future development plans tailored to student growth.

Evidence-Informed Practice and Professional Exchange: In shaping our development direction, we build upon our school's past achievements and institutional knowledge while actively seeking external perspectives. Inter-school intellectual exchanges and professional sharing allow us to benchmark good practices and continuously refine our educational strategies. While pursuing academic excellence, we have deliberately strengthened mental health education and co-curricular learning opportunities. This balanced focus has yielded a vibrant campus atmosphere where students benefit from expanded learning experiences and enhanced well-being.

Seamless Collaboration in Student Support Services: The Student Support Team—comprising the Discipline Committee, Guidance Committee, and SEN Committee—has fostered a highly cohesive and structured support system. Enhanced cross-committee collaboration has refined our referral and early intervention mechanisms, ensuring comprehensive, timely, and personalised care as students navigate developmental and emotional challenges.

Leveraging Alumni Networks and External Resources: Our school effectively capitalises on external community assets, particularly our strong and dedicated alumni network, to enrich learning beyond the classroom. Alumni serve as valuable mentors, providing vital resources, life-planning advice, and authentic learning experiences. Their guidance inspires current students to strive for excellence, adopt them as role models, and embrace the school motto of serving the community with a sense of purpose.

c. How Can My School Be Better

1. What Are My Students' Needs?

Having taken into account the reflection on students' performance in achieving the **Seven Learning Goals**, including their interests, abilities, learning, and developmental needs across key stages, the following core student needs are identified:

- **Academic Excellence & Learning Motivation:** Students need to enhance their study motivation, self-management, and self-discipline to eliminate the lower-form "40-mark passing mindset" observed during examinations. The school must nurture students into more conscientious, reflective learners by equipping them with executive function (EF) skills such as SMART goal setting, time management, and self-reflection. These skills will enable students to systematically review their academic progress and align daily study habits with long-term aspirations for post-secondary education and future careers.
- **Digital Responsibility & Reading Culture:** Students must be equipped with the knowledge, skills, and ethical values to use digital devices and Artificial Intelligence (AI) appropriately and responsibly, managing digital distractions (MDM rules) during study hours. Furthermore, with reading remaining the lowest-performing domain across all stakeholder groups (KPM 17 reading P-score 32.0; SHS teacher rating 2.8 / 5), students' reading habits and language proficiency require urgent, whole-school strengthening through interactive eReading platforms (eNewspapers/eMagazines) and form-based co-curricular activities.
- **Student Development, Well-being & Leadership:** In student development, it is vital to nurture a lifelong vision of career planning and enhance physical and mental well-being to address elevated student anxiety symptoms (KPM 17 P-score 50.0) and below-average physical exercise levels (KPM 17 P-score 36.9). It is equally essential to cultivate positive moral values, law-abidingness, and a strong sense of national identity and global mindset. Finally, to resolve low student satisfaction with leadership development (54.8%), student leaders must be empowered with formal presentation, organisational, and academic role-model capabilities to become servant leaders.

2. What Is My School's Capacity for Continuous Improvement and Development?

- **School Self-Evaluation (SSE) Mechanism:** The school has established a firm self-evaluation culture, with staff regularly engaging in the Planning-Implementation-Evaluation (P-I-E) cycle. Middle managers and panel heads demonstrate high competence in analysing assessment data (SHS teacher rating 4.2 / 5). To further promote teaching and learning effectiveness, the SSE mechanism will be enhanced by equipping teachers to interpret learning data more deeply (TSA, DSE Value-Added, SHS, APASO) to formulate explicit targets, specific success criteria, and a sharper focus on student learning outcomes.

- **Staff Professional Capacity & Collaboration:** BHJS possesses a team of dedicated, responsible, and professional teaching staff. Subject heads demonstrate exceptional professional leadership (SHS rating 4.3 / 5). Professional capacity will be further expanded through cross-KLA collaboration, school-based development sessions on AI pedagogy, inter-school professional exchanges, and an enhanced mentorship scheme for newly joined staff.
- **Stakeholder Consensus & Parental Trust:** Stakeholders demonstrate high collaboration and alignment with the school's vision. Parent satisfaction is exceptionally high, with 87.3% pleased to let their child study at BHJS (mean 4.2 / 5). To enhance operational transparency and accountability, management will establish more structured channels for staff, parents, and students to express feedback and review school progress.
- **Availability of Human, Financial & IT Resources:** The school effectively deploys internal funds and government grants (Life-wide Learning Grant, Diversity Learning Grant). In addition, the school actively mobilises external resources from alumni (Elite Mentorship Scheme, Careers Fair), parents (PTA), and community/tertiary partnerships. Administratively, capital resources will be prioritised to overhaul classroom Wi-Fi access points, visualisers, and teaching PCs to eliminate recurrent operational disruptions.

3. What Are the Development Priorities of My School for Enhancing Whole-Person Development and Lifelong Learning?

Based on synthesised student needs and institutional capacity, the school has formulated two flagship Major Concerns for the **2026–2029 School Development Cycle: R.I.S.E. and L.E.A.D.**

Major Concern 1: R.I.S.E. – Nurturing a Positive Learning Community for the Future

- **R – Regulated Learning:** Nurturing self-disciplined & self-directed learners. Introduce a subject-based "Learning Attitude Grade" in continuous assessments to eliminate the 40-mark passing mindset; refine goal-setting using DSE prediction tracking; expand eLibrary eReading (eNewspapers/eMagazines) to tackle the reading deficit (KPM 17 P-score 32.0; SHS teacher score 2.8 / 5).
- **I – Innovative Learning & Teaching:** Maximising digital education & AI integration. Redesign assignments for AI-supported reflective learning; train students to use approved Generative AI tools as 24/7 tutors; systematically overhaul classroom Wi-Fi, visualizers, and teaching PCs.
- **S – Supportive Atmosphere:** Cultivating an encouraging learning environment. Incorporate structured peer learning and hands-on lesson designs; organise inter-class academic competitions and KLA Academic Weeks to liven up campus study climate.
- **E – Empowered Future:** Equipping students with future-ready mindsets. Formulate a school-wide AI ethical-use policy; enforce MDM oversight; weave digital literacy and critical-thinking modules into Class Teacher Periods.

Major Concern 2: L.E.A.D. – Nurturing Respectful, Self-Disciplined, and Servant-Hearted Jubileans Committed to National and Sustainable Development

- **L – Law-Abidingness & National Identity:** Strengthening legal literacy & national identity. Broaden constitutional law popularisation (Constitution, Basic Law); promote digital legal literacy (media literacy, copyright, cyber-safety); maintain CSD Mainland Study Tours and Sister School exchanges.
- **E – Empathy & Mutual Respect:** Cultivating an inclusive school culture. Deliver values education to guide healthy boundaries and conflict resolution; expand Positive Education, stress management, and active sports to address elevated anxiety (KPM 17 P-score 50.0).
- **A – Autonomous Self-Discipline & Sustainability:** Promoting green sustainable lifestyles. Enforce Code of Conduct, Classroom Routines, and Student Leaders' Charter; connect campus self-discipline with global environmental sustainability.
- **D – Dynamic Student Leadership & Resilience:** Empowering confident student leaders. Introduce customised, formal leadership training to junior forms; revive post-specific training for Student Union, Prefects, and House Captains; recruit academically strong students into CCA leadership positions.

5. Major Concerns of the 2026/27 – 2028/29 School Development Cycle

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

1. R.I.S.E. – Nurturing a Positive Learning Community for the Future
2. L.E.A.D. – Nurturing Respectful, Self-Disciplined, and Servant-Hearted Jubileans Committed to National and Sustainable Development

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

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. R.I.S.E. – Nurturing a Positive Learning Community for the Future	1.1 R – Regulated Learning (Nurturing self-disciplined & self-directed learners)				1. Include subject-based "Learning Attitude Grade" in continuous assessment. 2. Refine goal-setting using DSE predictions & JUPAS target tracking. 3. Refine the school-wide assessment and promotion framework 4. Promote the use of e-reading 5. Implement cross-disciplinary activities	Generic Skills, Digital Literacy, Language Proficiency, Life Planning
	1.2 I – Innovative Learning & Teaching (Maximising future-ready digital education and AI integration)				1. Redesign assignments for AI-supported reflective learning. 2. Train students to use approved Generative AI tools as 24/7 tutors. 3. Provide workshops to teachers about how AI tools enhance teaching practices 4. Collaborate with tertiary institutes or industry experts to review and refine AI integration in teaching practices.	Digital Literacy, Generic Skills, Breadth of Knowledge
	1.3 S – Supportive Atmosphere (Cultivating a positive, safe, and encouraging learning and teaching environment)				1. Incorporate structured peer learning and hands-on lesson designs. 2. Organise inter-class academic competitions and KLA Academic Weeks.	Proper Values, Generic Skills

	1.4 E – Empowered Future (Ensuring students are equipped with the mindsets and skills needed for the future)				1. Formulate a school-wide AI ethical use policy and enforce MDM oversight 2. Weave digital literacy and critical thinking modules into CT Periods. 3. Encourage students to practise human-centric skills by providing them with more collaborative learning tasks (e.g., projects and presentations).	Digital Literacy, Generic Skills, Life Planning
2. L.E.A.D. – Nurturing Respectful, Self-Disciplined, and Servant-Hearted Jubileans Committed to National and Sustainable Development	2.1 L - Law-Abidingness & National Identity (To develop students' law-abidingness and practical legal knowledge, strengthening their national identity)				1. To broaden law popularisation across both constitutional frameworks (the Constitution and Basic Law) and Hong Kong legal systems, fostering national identity and practical law-abiding knowledge. 2. To promote legal literacy in the digital age by educating students on media literacy, copyright laws, and responsible online behaviour to prevent cyber risks.	National Identity & Global Perspective, Proper Values

	2.2 E - Empathy & Mutual Respect (To cultivate students' attitude of "Respect" and empathy, fostering a harmonious and inclusive school culture)				1. To provide structured values education to guide students in establishing healthy boundaries, handling conflicts constructively, and minimising cliques. 2. To deliver specific guidance to cultivate students' respect for people of different religious beliefs and diverse cultural backgrounds from a Christian perspective. 3. To provide experiential learning and community service opportunities for students to interact with various cultural backgrounds and social strata, fostering mutual understanding and appreciation of differences. 4. To incorporate traditional Chinese moral values such as "Benevolence" (仁), "Propriety" (禮), and "Harmony without Uniformity" (和而不同) into class teacher periods, morning assemblies and CCA activities. 5. To implement school-wide initiatives and peer-appreciation platforms that guide students to actively recognise the kindness of others, nurturing a deep sense of gratitude in their daily lives.	Proper Values, Generic Skills, Healthy Lifestyle
	2.3 A - Autonomous Self-Discipline & Sustainability (To promote autonomous self-discipline and foster a strong commitment to environmental and sustainable lifestyles.)				1. To promote the Code of Conduct, Classroom Routines, and Student Leaders' Charter, fostering a culture of accountability and strict compliance. 2. To reinforce class monitors' role as moral exemplars, empowering them to take ownership of classroom rules and assist teachers in managing class discipline. 3. To introduce a green campus initiative to connect everyday self-discipline with the global goal of sustainable development.	Proper Values, Healthy Lifestyle, Generic Skills

	2.4 D – Dynamic Student Leadership & Resilience (To empower student leaders with confidence, resilience, and a commitment to national and sustainable development.)				1. To introduce customised, formal leadership training initiatives to junior forms to cultivate leadership mindsets from an early stage. 2. To revive the post-specific training programmes for student leaders. 3. To establish formal appreciation or motivational channels, helping student leaders build resilience and feel recognised by the school community. 4. To expand service and experiential learning opportunities linked to national development and sustainability, empowering student leaders to cultivate a global outlook and a strong sense of social commitment.	Generic Skills, Life Planning, Proper Values
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*delete where inappropriate