



**Bishop Hall Jubilee School
School Development Plan
(2023-2026)**

School Vision & Mission

Our Vision

Upholding the tradition of Christian education, our school aims to holistically develop individuals who are caring, confident, loving, and embraces 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 at creating 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 developments.
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 2019/2020 - 2022/2023

Major Concern and target	Extent of the target achieved	Follow-up action	Remarks
<p>Major Concern 1: To further cultivate proactiveness in learning and nurture self-directed learners</p> <p>Targets:</p> <p>1.1 To further nurture Jubileans to become self-directed learners</p> <p>1.2 To strengthen assessment for learning and developing study skills</p> <p>1.3 To implement advanced reading skills to enhance students' higher order thinking skills</p> <p>1.4 To embrace learner diversity and stretch students' potential to the fullest</p>	<p>Fully achieved</p> <ul style="list-style-type: none"> ● The BYOD Policy has been implemented from F.1 to F.4. Students have become more proactive in lessons. ● Students could manage their own learning better with enhanced note-taking skills. <p>Partly achieved</p> <ul style="list-style-type: none"> ● Assessment for learning has been implemented to provide more feedback for students to improve their learning. ● Students' advanced reading and high order thinking skills have been enhanced. ● Extra support has been employed to address learner diversity. The potential of our students has been stretched. ● The Elite Mentorship Programme has been implemented to help the elite students to stretch their potential. 	<p>Incorporated as routine work</p> <ul style="list-style-type: none"> ● To nurture self-directed learners <p>Continue to be major concerns in the next SDP:</p> <ul style="list-style-type: none"> ● To further enhance students' learning capacity ● To develop students' scholastic mindset and competence for better academic performance ● To further strengthen the reading culture ● To continue to cater for learner diversity through extra support ● To further enrich the Elite Mentorship Programme 	

<p>Major Concern 2: To fully integrate STEM education into the school curriculum</p> <p>Targets:</p> <p>2.1 To introduce a systematic school-based STEM education</p> <p>2.2 To equip students with STEM skills and stretch students' potential to the fullest</p>	<p>Fully achieved</p> <ul style="list-style-type: none"> ● The newly renovated STEAM Room has become an accessible venue for STEM activities. <p>Partly achieved</p> <ul style="list-style-type: none"> ● A systematic school-based STEM education has been established. ● Students have been better equipped with STEM skills and they were encouraged to take part in numerous STEM activities and competitions to stretch their potential. 	<p>Incorporated as routine work</p> <ul style="list-style-type: none"> ● To implement the school-based STEAM education <p>Continue to be major concerns for the next SDP:</p> <ul style="list-style-type: none"> ● To enhance students' learning capacity and through STEAM activities 	
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>Major Concern 3: To flourish students' lives by positive education</p> <p>Targets:</p> <p>3.1 To nurture Jubileans to possess good morals to face different challenges and enhance personal resilience</p> <p>3.2 To equip Jubileans with collaboration skills, coping strategies and problem-solving skills</p>	<p>Partly achieved</p> <ul style="list-style-type: none"> ● The training programme, team building camps, exchange opportunities and other co-curricular activities have helped develop good morals and resilience to face different challenges. ● The workshops, talk and service sessions organised have enhanced students' collaboration skills, problem-solving skills and coping strategies. 	<p>Continue to be major concerns for the next SDP:</p> <ul style="list-style-type: none"> ● To instil positive values and life-long aspirations into students ● To nurture students to become future leaders with a national and global mindset. 	
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

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.

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

Students' Performance

Our students enjoy learning and they take an active role in their learning. In terms of Science and Technology education, our students actively seek ways to apply their knowledge and skills in different contexts. They participated in various STEAM competitions such as the Hong Kong Science Fair and Underwater Robot Competition and attained commendable results. These achievements demonstrate our students' ability to tackle complex challenges using STEAM-related skills. Furthermore, their critical thinking, analytical, communication and presentation skills have been enhanced through these meaningful experiences. Most importantly, students have learned to respect and collaborate with others while solving problems.

Based on our teachers' evaluation, students, in general, are able to make good use of the teaching and learning resources uploaded on the school-based online learning management system to assist their learning. Over 60% of the teachers from SHS also agreed that our students often used different resources such as e-learning learning resources for self-learning. The use of the learning management system and different e-learning tools has given students more opportunities to study despite the physical boundaries of the classroom.

BYOD has been incorporated across all subjects from Form 1 to Form 4 and more innovative assessment methods were also in place to assess students' study skills. Teachers expressed that BYOD helped make lessons more interactive and students became more proactive in lessons. Teachers also believed that students managed their learning better with enhanced note-taking skills. Furthermore, the study skills workshops and learning celebrations conducted during Co-curricular Days (C Days) have further equipped our Form 1 students with learning strategies that support and facilitate self-learning.

To cater for the diverse learning needs of our students, additional classes for core subjects were held after school to either help less able students to catch up with their learning progress, or to expose higher-achieving students to more advanced and challenging materials. Saturday class was held to provide extra support for the low achievers in each form. The feedback of the class was positive and some students wanted to stay in the Saturday class even though they were no longer ranked at the bottom in the form.

Our elite students were encouraged to enrol in various gifted programmes and they benefited from gaining advanced knowledge during their course of studies. In the HKUST Dual Programme and the CUHK Programme for the Gifted and Talented, 6 students received satisfactory results in the domains of Mathematics, Engineering, Biochemistry and Life Science. Our students also joined a genetic engineering programme organized by the Hong Kong Federation of Youth Groups to gain first-hand experience at Hong Kong Science Park. Thanks to the Hong Kong Academy of Gifted Education, our gifted students were entitled to a wide range of educational experiences through school nomination and their potential could be stretched further.

The school has been committed to arousing students' interest in reading. The newly renovated Language Corner has become an accessible venue for both teachers to conduct book sharing sessions and for students to develop their interest in reading. Library visits during English lessons, reading circles and author talks were also arranged. The number of books borrowed during the year have also returned to the average level before the outbreak of COVID-19 steadily. The book fair held in the Hall and the counters set up were also highly popular among students. The talks by Hong Kong authors proved to be effective in exposing high-achieving students to advanced creative styles and broadening their creative thinking. The writing field trip and VR workshop for reading and writing have further strengthened students' analytical and writing skills.

A comprehensive life and careers planning programme has been implemented to address the needs of students. It covers various topics, including self-understanding, subject selection and NSS curriculum, personality traits and aptitude test, interview skill training, etc. Feedback from teachers and students showed that the programme has enhanced students' understanding of themselves as well as future studies and career pathways. Besides, 16 Form 6 high achievers were selected to join the Form 6 Elite Mentorship Scheme and they were matched with 10 alumni who excelled in their HKDSE. Students expressed that the programme was helpful in helping them plan their future as the mentors gave them a lot of useful and valuable advice on programme choices, careers planning, as well as stress and time management.

The school places strong emphasis on nurturing positive values and attitudes in our students. Many school-wide activities such as the Guidance Week, Gospel Month, Chinese Culture Week, weekly flag raising ceremony, and assembly talks, were arranged to instil positive values and attitudes in our students. Leadership programmes and training such as the Big Brother and Big Sister Programme and Prefect Training Camps were conducted to develop students' moral compass and reinforce their resilience towards challenges. In addition, students also actively participated in school services such as the Christian Union, Scouts, Girl Guides, and Campus TV. By serving as servant leaders, prayer buddies, and committee members, students have developed a strong moral foundation. The data from the Assessment Programme for Affective and Social Outcomes (APASO) revealed that our students got a very high score in "meaning of life", "sense of morality" and "honesty" when compared to Hong Kong's average.

Students actively participated in activities and competitions related to national education in which they gained fruitful experiences and achieved commendable results. For example, our students clinched the Championships in the Hong Kong-wide “My interfaces with the Belt and Road Initiative” Integrated Abilities Competition 2023 (senior secondary category) and the 2nd Hong Kong Chinese Culture and Tourism Quiz Competition. Furthermore, a visit to two sister schools in Guangdong was arranged in April 2023. Our students had cultural exchange activities with the students from the sister school. The direct connection with the sister schools enhanced our students’ understanding of our country. In addition, the F.5 students also participated in the F.5 mainland study tour to Guangzhou to explore historical and cultural conservation. This study tour helped cultivate a sense of national pride among students and encouraged them to take an active role in preserving and promoting their cultural heritage. The data from APASO also indicated that our students have developed a strong sense of national identity.

Areas for Improvement

Students were given opportunities to train themselves to be self-directed learners through differentiated learning tasks. However, some students still lack the initiative to learn. There is room to further enhance students’ interests and confidence in learning. While BYODs have been incorporated in F.1-F.4 students’ learning, some students are more immersed in the digital world because of its non-educational functions. The data from APASO further revealed that our students spent relatively more time on IT for leisure when compared to Hong Kong’s average. Students need to learn that their devices can be better used for learning purposes.

With around 50% of teachers from the SHS responded that students knew how to reflect on their performance in assessment results and made good use of teachers’ advice to improve their learning, there is still room to equip our students with self-discipline as well as skills and abilities in setting their own learning goals, doing reflection and planning their life goals. About 50% of parents and students from the SHS agreed that students liked reading. The reading scores from APASO were slightly higher than Hong Kong’s average. Judging from the data and teachers’ feedback, the reading culture could be further enhanced.

The data from APASO also revealed that our students had relatively more negative affect, anxiety and depressive symptoms when compared to Hong Kong’s average. Students also scored lower in the aspect of doing physical exercise. Thus, it is critical for the school to enhance students’ mental and physical health, help them develop a healthy lifestyle, and equip them with coping skills to reduce stress and manage their emotions.

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

A majority of our teachers from the SHS responded that the school curriculum aligned with the education and seven learning goals and the education development trends. They also agreed that the school organised a broad and balanced curriculum to facilitate students' whole person development, cultivate positive values, attitudes and commitment to lifelong learning, so that they are well equipped to navigate in a knowledge-based, technological, constantly changing society and an increasingly globalised world.

Our school curriculum comprises three interconnected components of Key Learning Areas (KLAs), generic skills, and values and attitudes; as well as the provision of the five essential learning experiences of intellectual development, values education, community service, physical and aesthetic development, and career-related experiences. Our school has carefully planned the junior and senior curricula to ensure there is vertical continuity and interface between key stages. The school senior management team works closely with panels of different KLAs and committees to devise appropriate targets and review their strategies regularly to ensure effective implementation.

The junior secondary curriculum (F.1 - F.3) covers all eight KLAs: Chinese Language Education, English Language Education, Mathematics Education, Science Education, Technology Education, Personal, Social & Humanities Education (PSHE), Arts Education, and Physical Education. Around half of the lesson time has been allocated to English Language, Chinese Language and Mathematics KLAs so that students have sufficient learning time to lay a solid foundation in these core subjects. The rest of the lesson time is allocated to the other five KLAs and OLE. In addition, tailor-made school-based curricula have been implemented to address students' learning needs. Our featured curricula – Literature & Drama and STEAM education are designed to equip students with the knowledge and skills required for the 21st century.

In the senior secondary curriculum (F.4 - F.6), our school offers thirteen elective subjects, including Physics, Chemistry, Biology, Mathematics extended modules: Module 1 (Calculus and Statistics) and Module 2 (Algebra and Calculus), Business, Accounting & Financial Studies, Economics, Geography, History, Chinese History, Information & Communication Technology, Tourism & Hospitality Studies, and Visual Arts. In addition to this wide range of elective subjects, to further enhance our senior students' competitiveness, four other subjects are offered by off-campus institutes, including Music, Japanese, French and Spanish. Students also attend Religion and Ethics and Physical Education lessons which enrich their school life and spiritual development. Around half of the lesson time has been allocated to core subjects such as Chinese Language, English Language, Mathematics and Liberal Studies (replaced by Citizenship and Social Development since 2021/22 F.4) while the rest of the lesson time is allocated to elective subjects as well as OLE.

Various strategies have been employed to address the diverse learning needs of our students. Graded worksheets and challenging assignments are incorporated in different subjects to enhance and stretch students' learning potential. Moreover, after-school remedial and elite programmes are also organised to cater for learner diversity. A majority of teachers from the SHS further responded that the school strategically provides students with different learning experiences within and beyond the classroom, taking into consideration their learner diversity.

Our school has been committed to immersing students in an English-rich environment. English is adopted as the medium of instruction except for Chinese Language, Liberal Studies (F.6), Religious Studies (F.1), Chinese History and Putonghua. Besides, the school arranges a variety of language enhancement programmes to provide an environment conducive to learning in English. These activities include reading activities (e.g., Book Club and Battles of the Books), speaking activities (e.g., Speech Festival, Language Corner and ChitChat Thursdays), writing activities (e.g., Anthology and Wall of Thoughts) and an extensive range of English activities organized by the English Society. Co-curricular activities include the World Scholars' Cup, English Debating Team and English Drama Team, etc. The English-rich environment further extends to student and teacher presentations as well as speeches made by guest speakers in Morning Assemblies.

Besides, our school curriculum integrates learning with students' daily lives, and provides them with diversified life-wide learning experiences within and beyond the classroom in the domains of moral intellect, physical, social, aesthetics and spiritual development. Various life-wide learning experiences have been organised to cater for learner diversity, taking into account their interests and abilities. To create more space for students to participate in Other Learning Experiences (OLE), our school has designated two lessons on Day 6 as Co-curricular Days (C-Day) in the 6-Day Cycle. Teachers make good use of these time slots to arrange various activities for different forms to cater for specific developmental needs of our students. The activities covered various important aspects conducive to their whole-person development, including values education, community services, aesthetic and physical development as well as career-related experiences. Other than C-Days, a number of activities were also held during Assembly Time, Class Teacher Periods, lunchtime, and other time slots specially arranged and on non-school days to enrich students' school life and learning experiences.

Service Learning is one of the major focuses of our school. In the 2022-2023 school year, all F.3 students were engaged in the face-to-face service learning programme with Mary Rose School (for children with intellectual disabilities). The service missions offered valuable opportunities for students to apply their problem-solving and collaboration skills in a meaningful way and nurtured positive values and attitudes in our students. Besides, all F.4 students participated in an adventure day camp at the beginning of term to enhance class bonding and nurtured important qualities of collaboration and problem-solving skills among the students. In addition, workshops and programmes were conducted to cultivate students' problem-solving and collaboration skills. For instance, the "Living in BHJS programme" and "Student Service Ambassador Programme" were implemented. Students engaged in interactive activities could acquire critical thinking, creativity, and collaboration skills.

Our school has been utilising data and feedback to inform the planning of its support services for students in order to support their whole-person development. A majority of teachers from the SHS have shared that the school makes use of data effectively to evaluate the effectiveness of student support services and to guide future planning. All subject departments and committees have been asked to make reference to the information and data obtained from various means, such as teacher observation, SHS, APASO, school-based surveys, student attendance reports and absent records to identify students' needs. They should make use of the mentioned data to give feedback and formulate support services that cater for students' needs concerning their mental and cognitive development at different stages of growth, and mould their attitude and behaviour.

The school senior management team has been working closely with different subject departments and committees to incorporate values education into curricula of all KLAs and life-wide learning activities so as to develop students' positive values and attitudes. All teachers serve as students' role models and they play a crucial role in fostering students' whole person development and they take an active role in implementing values education through Class Teacher Periods and their daily teaching. Close collaboration among different departments and committees in fostering whole-person development were evident. For example, the Chinese Department and MCNE Committee collaborated to organise the Chinese Culture Week to promote understanding and appreciation of Chinese Culture. In June 2023, all teachers were engaged in a staff evaluation meeting to conduct self-evaluation and analyse the data from SHS and APASO together. Different departments and committees made good use of the evaluation results to identify their strengths and weaknesses and gave feedback to future planning. Comprehensive plans were then devised by different student support and development committees. Furthermore, subject departments and committees were asked to share their good practices in staff meetings. Interim meetings were held to evaluate progress and refine implementation strategies, and carry out appropriate follow-up actions by making timely and flexible adjustments to the allocation of human and financial resources.

Various activities and challenging learning tasks were organised both on and off the campus to address students' developmental needs and promote their personal growth. According to the results from the SHS, 57% of parents agreed that the school effectively assisted their children in resolving problems related to growing up, in areas such as physical and mental development, making friends or socialising, and handling their academic studies while only 7% of them disagreed. For example, events and activities like the F.1 Orientation Week, the F.1 Day Camp and the F.4 Adventure Day Camp were organised to cultivate essential qualities like resilience and positive mindset, foster class bonding and collaboration, and enhance interpersonal relationships among the students.

The Student Support Team, comprising the Guidance Committee, Discipline Committee and SEN Committee, has established a clear mechanism for teachers to refer students to suitable and appropriate developmental, preventive and remedial counselling services based on their individual needs at different stages of growth. This mechanism helps to foster resilience among students enabling them to approach challenges with a positive mindset. A majority of teachers from the SHS agreed that the student support services offered by the school could successfully cater for students' developmental needs. Leadership programmes and training such as the Student Union election and the Prefect Training Camps were organised to nurture leadership abilities in our students. A majority of teachers from the SHS agreed that the school had provided adequate opportunities for

students to develop their leadership abilities while 58% of students agreed that the school actively developed their leadership abilities through the arranged training sessions.

Our school proactively identifies students' learning needs at an early stage and strives to create an inclusive and respectful learning environment that caters to the diverse needs of students with different cultural backgrounds and special educational needs. To further support this effort, talk and debriefing sessions were conducted by Education Psychologists to strengthen our teachers' abilities to address the varying needs of students effectively. Our SEN coordinator and SEN teacher also provided timely and appropriate support to teachers concerned. The school has successfully created a caring, harmonious and supportive environment indicated by the positive responses in the SHS survey.

Our school's Careers and Life Planning Committee has been organising various learning experiences, including Class Teacher Periods, Careers Fair, Alumni Sharing, Dialogue with CEOs, Mentorship Programme and Parents' Nights to helping students at different key stages to understand their own aspirations, needs, interests and abilities, and help them establish a clear understanding between career aptitudes and subject selection. Students have also been informed of the characteristics of different occupations, and the multiple pathways to further studies and employment, therefore, they can plan ahead and be well prepared when mapping their future. In addition, F.6 subject teachers, Class Teachers and Careers Committee members have given individual counselling and taken follow-up measures for F.6 students regarding their JUPAS choices.

Affected by various social events and the COVID-19 pandemic from the 2019 to the 2022 school years, the school routine was greatly disturbed but in the 2022-2023 school year, when the whole day school was resumed, more life-wide learning activities outside the classrooms were arranged. Two concerts were successfully organised in December 2022 and July 2023 on campus. A number of STEAM activities and workshops were successfully held while some of our students presented their innovative ideas in the 13th IEEE Integrated STEM Education Conference. Besides, over 400 students participated actively in the annual Hong Kong Schools Music Festival, Hong Kong Schools Speech Festival, etc. Students also participated actively in a myriad of competitions and achieved commendable results. By actively involving themselves in these experiences, our students have not only overcome challenges but also grown into well-rounded, resilient individuals capable of making a positive impact in their communities and beyond.

Our students also took part in activities and competitions to enhance their understanding of our country and strengthen their sense of national identity. These included the Hong Kong-wide "My interfaces with the Belt and Road Initiative", and "Integrated Abilities Competition 2023", where a team of our students got the Champion in the senior secondary category. They were then invited to join a trip to Silk Road Exploration into Indonesia during 3-8 July 2023. After the whole day school resumed, students and teachers were able to visit the two sister schools in Guangdong and had cultural exchange activities. The direct connection with our sister schools has enhanced our students' understanding of our motherland. The Citizenship and Social Development Mainland Study Tour was conducted on 30 May 2023 for all F.5 students and teachers where students gained a better

understanding of the historical and cultural development of our country. Through the above activities, students have acquired an authentic understanding of the society, the nation and the world.

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

With the professional leadership and effective monitoring of the school management team, our school continues to improve in various ways to facilitate whole-person development and lifelong learning.

The school management has facilitated all teachers to engage in the school self-evaluation (SSE) to gradually build a shared vision for the school's sustainable development. A culture of self-evaluation has been established and teachers are actively engaged in a systematic Planning-Implementation-Evaluation ("P-I-E") cycle for SSE. With the professional leadership of the school management, teachers took into account the aims of education, the seven learning goals, the latest trends of education development, the school's own vision and mission, students' backgrounds and attributes, as well as the data collected from various sources to formulate the new school development plan. A majority of teachers from the SHS also agreed that our school made use of data to evaluate the effectiveness of curriculum implementation and student support services, and to inform planning. Moreover, subject departments and committees were able to make use of the data collected from various sources such as SHS, APASO and teachers' observation, to evaluate their work.

Our school has taken consideration of the opinions of all stakeholders in order to develop relevant work and strategies, and implement suitable programme plans. These plans were accompanied by appropriate evaluation methods and success criteria that aligned with the school's development priorities. About 67% of teachers from SHS agreed that the school has established different channels for different stakeholders to express their opinions, inform the public and stakeholders of the effectiveness of its work, and collect their opinions so as to enhance its accountability and transparency in its operation and management.

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

Effective monitoring is crucial to ensure the successful and sustainable implementation of strategies. A majority of teachers from SHS responded that our school effectively monitored the implementation of work. Subject panels and committees conducted regular meetings to provide the school management with prompt updates for review and make adjustments on deployment manpower and resources accordingly.

The annual appraisal exercise played a vital role in helping teachers to recognise their strengths and weaknesses. Additionally a majority of teachers from the SHS agreed that the school's appraisal system fairly evaluated teachers' work performance and the appraisal was conducive to their professional development. The school management team also organised professional development sessions to strengthen professional capabilities and uphold proper professional conduct and values. A majority of teachers from the SHS found the professional development activities organised by the school highly beneficial to their work. The school management team also gave individual advice to teachers on their professional development plans, taking into account the needs of the school's development as well as the needs of teachers on their professional growth and career development.

The school management and middle managers possess extensive professional knowledge and foresight, taking into consideration the education development, in order to reach consensus and set appropriate work targets for realising the school's vision. A majority of teachers from the SHS also indicated that the school management set clear directions for development and led the school to sustainable development. The middle managers were able to draw up specific programme plans for subject panels and committees to align with the school's development direction. They also effectively executed their roles as planners and coordinators, supervising the work progress and effectiveness, and providing support to staff members in need. A great majority of teachers from the SHS also agreed that the heads of subject panels and committees effectively supported teachers to implement school policies, monitored the work of their respective panels and committees and promoted teachers' professional exchange and collaboration.

A positive, mutually supportive and stimulating learning environment has been established in school. All the staff members and students are trusted, valued and respected. A great majority of teachers from the SHS also responded that they have established and maintained good relationships with their students while students expressed that they got along well with each other. The data from APASO also showed many students had high satisfaction at school and they had a strong sense of belonging to the school.

A majority of teachers from the SHS indicated that the Principal had an amicable working relationship with teachers and the Principal effectively supported her teams to implement the school policies. All staff members cooperated with one another at work respectfully and harmoniously in a positive and supportive professional work environment. Subject panels and committees also collaborated closely with one another to jointly implement school plans. The school management has successfully enhanced the connection among teachers and created a united, thriving and cooperative work environment benefiting the sustainable development of the school.

c. How Can My School Be Better?

What are my students' needs?

Having taken account of the reflection of our students' performance in achieving the seven learning goals, including their interests, abilities, learning and developmental needs at different key stages, the following student needs are identified:

With regard to academic excellence, students should enhance their learning motivation and self-management skills. The school should nurture our students to become more conscientious and reflective learners and educate them with executive function skills such as goal setting, strengthening their ability to reflect upon their learning goals with aspirations for further studies and future careers. Besides, students should equip themselves with the skills and values to use digital devices appropriately and responsibly. In addition, their reading habits and language proficiency should be further strengthened.

In the aspect of student development, it is crucial to nurture our students to develop a lifelong vision of career planning and to enhance their physical and mental well-being. It is also essential to cultivate positive attitudes and values among students and foster their sense of national identity as well as a national and global mindset so that students would become future leaders.

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

School Self-Evaluation

Our school has gradually established the self-evaluation culture and teachers have been exposed to the Planning, Implementation and Evaluation Cycle. To further promote the effectiveness of teaching and learning strategies of whole person development, our school will further enhance the self-evaluation mechanism by equipping our staff on data analysis of curriculum implementation and student support measures. Data derived from assessments and surveys could be better utilised to inform reflection on incentives and strategies, which should then feed into the planning process. The correlation between evaluation and planning could be further established with the formulation of more explicit targets, specific success criteria and a clearer focus on learning outcomes.

Staff Professional Capacity

Our school has a team of professional teaching staff who are responsible and dedicated to their roles and duties. The professional capacity of our teachers could be further enhanced to improve teaching and learning effectiveness. More collaboration and professional sharing amongst subject departments and staff at different levels could be further proposed. For instance, more staff development sessions and inter-school intellectual and professional exchanges will be arranged to facilitate a more collaborative work environment. The mentor system will be further developed to strengthen support for newly-joined staff.

Consensus among Teaching Staff and Support from Parents

Different stakeholders have been collaborative and supportive in our school. To facilitate school improvement and development, the accountability and transparency of the school operation and management could be further improved through establishing more channels for different stakeholders to express their opinions and be informed of the effectiveness of our work. The feedback from different stakeholders can benefit the school by devising relevant strategies and suitable programme plans to better serve the needs of our students.

Availability of Human and Financial Resources

In view of the rising needs for manpower and financial resources to support teaching and learning as well as whole person development, our school will continue to make a better use of internal financial resources and to explore more other funds from external resources such as alumni, parents and universities to support the school curriculum implementation and whole person development.

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

Having considered the student needs and the school's capacity for continuous improvement and development, our school has formulated the following two major concerns in the next school development cycle (2023-2026).

Major Concern 1: To enhance students' learning capacity and scholastic competence through comprehensive strategies in teaching and learning

Enhancing Students' Learning Capacity and Scholastic Quality

Students' learning capacity and scholastic well-being could be further stretched by engaging students in gifted and mentorship programmes and STEAM education with more hands-on activities to arouse their interests and curiosity in learning. More peer sharing on academic achievements and experiences will be arranged in recognition of students' academic achievements to enhance the academic atmosphere. The School Management Team will constantly review students' academic progress and their participation in Other Learning Experiences (OLE) to ensure a balance between academic and co-curricular development among students.

Nurturing Students to Become More Conscientious and Reflective Learners

It is important to nurture our students to become more conscientious and reflective learners. Students will be equipped with executive function skills such as goal setting, reflection, time management and self-discipline which could assist their learning and strengthen their ability to reflect upon their learning goals with aspirations for further studies and future career. More career information sessions will be arranged for students to increase their awareness of opportunities for further studies.

Enhancing Students' Language Competence and Cultivating their Reading Habits

Students will be immersed in an authentic English environment through a range of English activities and they will be provided with ample opportunities to join various competitions in English. The reading culture will be further developed through officiating the English Book Club as a co-curricular team by promoting regular book sharing among students. A greater variety of library materials will also be provided for students to read during leisure time.

Nurturing Digital and Information Literacy of Our Students

The Computer Literacy (CL) curriculum will be fine-tuned to include topics of digital citizenship and Artificial Intelligence (AI). Activities will be organised to equip our students with the knowledge, skills and values to use digital devices and the information appropriately and responsibly.

Major Concern 2: To instil positive values and lifelong aspiration into students and nurture them to become future leaders with national and global mindsets

Instilling Positive Values and Lifelong Aspiration into Students

Our school will continue to cultivate positive attitudes and values among students through subject curriculum and Other Learning Experiences (OLE) within and beyond the classroom. Value education and service learning programmes will be further reviewed and enriched with more service learning opportunities provided. To further enhance the physical and mental well-being of students, more activities will be arranged to equip them with skills coping against setbacks in life and to raise their awareness of the importance of physical and mental health. Strategies will be employed to help students to develop a healthy lifestyle with active participation in physical and aesthetic activities. Additional recreational spaces for exercise and a broader range of physical activities will also be provided to cater students' diverse interests. The existing life planning and careers framework will be enriched to equip our students with a lifelong vision of career planning.

Fostering Students' Sense of National Identity

To foster students' sense of national identity, students will be encouraged to take part in activities which promote national identity. More collaboration with sister schools will also be arranged for students to enhance their understanding towards the motherland.

Nurturing Students into Future Leaders with National and Global Mindset

More mainland and overseas tours will be organised to reinforce students' understanding towards the motherland and foreign countries. Important values of respect for diversity and inclusivity will be conveyed to students through class teacher periods, talks and activities. More training camps and workshops will be arranged for our student leaders to boost their ability and develop their mindset to become future leaders.

5. Major Concerns of the 2023/24 – 2025/26 School Development Cycle

- 1. To enhance students' learning capacity and scholastic competence through comprehensive strategies in teaching and learning**
- 2. To instil positive values and life-long aspirations into students and nurture them to become future leaders with a national and global mindset**

School Development Plan (2023/24 - 2025/26)

Major Concern I: To enhance students' learning capacity and scholastic competence through comprehensive strategies in teaching and learning

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1: To enhance students' learning capacity and scholastic competence through comprehensive strategies in teaching and learning	● To nurture students' scholastic mindset and competence	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	● To provide more gifted programmes and opportunities to stretch students' potential to the fullest ● To strengthen mentorship programmes ● To enrich the STEAM education programme	Breadth of Knowledge Language Proficiency Generic Skills
	● To further nurture students to become conscientious and reflective learners	✓ ✓	✓ ✓	✓ ✓	● To help students develop effective executive function (EF) skills ● To increase students' awareness of opportunities of further studies	Information Literacy
	● To further enhance students' language competence and cultivate their reading habit	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	● To immerse students in an authentic English environment ● To provide students with ample opportunities to join various competitions in English ● To further enhance the reading culture	Life planning
	● To nurture digital and information literacy of our students	✓	✓	✓	● To fine-tune the CL curriculum and organize activities to enhance students' digital and information literacy	

		✓	✓	✓	• To fine-tune the deployment of MDM in students' BYOD	
1: To enhance students' learning capacity and scholastic competence through comprehensive strategies in teaching and learning	<ul style="list-style-type: none"> • To continuously improve the effectiveness of teaching and learning (T&L) 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	<ul style="list-style-type: none"> • To utilize data analysis in evaluating the effectiveness of T&L • To incorporate ethical, flexible and effective use of information technology in T&L • To strengthen support for new teachers • To tap more internal and external resources for further enhancement on T&L • To reinforce inter-school intellectual and professional exchanges 	
	<ul style="list-style-type: none"> • To enhance the academic atmosphere in the campus 	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	<ul style="list-style-type: none"> • To promote peer sharing on academic achievements and experiences • To further recognise students' academic achievements • To balance academic and extracurricular development 	

Major Concern II:

To instil positive values and life-long aspirations into students and nurture them to become future leaders with a national and global mindset

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
2: To instil positive values and life-long aspirations into students and nurture them to become future leaders with a national and global mindset	● To nurture students to develop a lifelong vision of careers planning	✓	✓	✓	● To review and enrich the existing life planning and careers framework	National and Global Identity
	● To enhance mental and physical wellbeing of students	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	● To develop a positive outlook in students and equip them with coping skills overcoming setbacks in life ● To raise students' awareness of the importance of physical health ● To help students develop a healthy lifestyle with active participation in physical and aesthetic activities	Life Planning Healthy Lifestyle Generic Skills
	● To cultivate positive attitudes and values in students and foster students' sense of national identity	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	● To review and enrich value education and service learning programme ● To encourage more students to participate in activities which promote national identity ● To foster collaborations with sister schools	Breadth of Knowledge
	● To cultivate students' national and global mindset	✓ ✓	✓ ✓	✓ ✓	● To increase students' exposure to the motherland and foreign countries ● To cultivate respect for diversity	

		✓	✓	✓	<p>and inclusivity among our students</p> <ul style="list-style-type: none"> ● To broaden students' global perspective and raise their awareness towards global issues 	
	<ul style="list-style-type: none"> ● To boost students' abilities and mindsets to become future leaders 	✓	✓	✓	<ul style="list-style-type: none"> ● To equip and empower our student leaders 	