

**COGNITIO COLLEGE (KOWLOON)**

文理書院（九龍）



**SCHOOL DEVELOPMENT PLAN**

**2023-2026**

## **1. Vision and Mission**

### ***School Motto***

Study Extensively, Inquire Accurately, Deliberate Carefully, Discern Clearly, Practise Earnestly

### ***Vision***

We aim to be a school which continually strives for excellence as well as self-improvement, and nurtures able, knowledgeable, caring and responsible young people.

### ***Mission***

We will endeavour to provide whole-person education with a balanced emphasis on moral, intellectual, physical, social, and aesthetic development, to help our students to achieve their full potential and to instil in them a commitment to serve our country and society.

### ***ECOL School***

To meet the new challenges in the 21st Century with the advancement in technology and bloom of knowledge, the use of the new campus at Kai Tak since 2019 has marked a new page for Cognitio College (Kowloon). The goal of campus establishment is to be actualized through the development of the College into an environmentally proactive, creative, open and learning (ECOL) school. I believe that learning should not be restrained by physical boundaries and a successful school should reach out to the community as well as allow the community to reach in. Central to the ECOL school is our vision to promote sustainable development and enrich the cultural life of our students and the local community. Environmental education and creative arts education will be the key focuses. The school plans to build a harmonious community by “opening” the campus for providing various environmental education programmes, cultural and artistic performances and event management services to the public. With its rich facilities with respect to supporting students’ cultural, creative and technological endeavours, the school will continue to be a “learning” community, aiming at stretching the potentials of our students to the fullest through whole-person development, as well as equipping them with necessary knowledge, skills and values as self-directed learners.

## 2. Holistic Review of School Performance

### 2.1 Effectiveness of the School Development Plan in the cycle of 2018-2023

Major Concern and target	Extent of the target achieved	Follow-up action	Remarks
<b>Major Concern 1: To develop a caring community in the school</b>			
	Achieved	<ul style="list-style-type: none"> <li>● The values to be addressed on devising life-wide learning experiences for students' moral, intellectual, physical, social, and aesthetic development were grounded on the schools' core values of a caring culture and "gratitude", positive education with the rationale of growth mindset, as well as the Education Bureau's (EDB's) Values Education Curriculum Framework. They were "National Identity", "Self-control &amp; Citizenship", "Integrity", "Responsibility", "Perseverance", "Diligence", "Empathy, Gratitude &amp; Commitment", "Care &amp; Respect for Others", "Love of Learning", and "Creativity".</li> <li>● The school arranged curricular or cross-curricular activities that promote students' understanding of Chinese history, heritages and contemporary development, as well as Constitution, Basic Law and National Security education in our students by different means. A new flag-raising team was established in 2022/23 to hold the ceremony in weekly morning assembly and major school events. The members marched in Chinese-style footdrill with the national anthem played and sung.</li> <li>● Learning activities against cigarette, drugs, internet mis-use and corruption, as well as sex education, environmental education and promoting integrity in the workplace were arranged.</li> <li>● In terms of moral &amp; civic education, talks, workshops, interactive dramas, and other learning activities contextualized with appropriate current affairs and life events were organized for students to cultivate with them the positive values and attributes.</li> <li>● Service learning and activities unleashing students' leadership</li> </ul>	<ul style="list-style-type: none"> <li>● Commencing 2020/21, the school introduced growth mindset as rationale to implement positive education. Such development path for both our teachers and students to progressively "learn it", "live it", "teach it", and "embed it". We considered ourselves to be on the right track at the early stage of "teach it", though there must be a diversity of progress among students and teachers.</li> <li>● As revealed from the survey results of the Assessment Program for Affective and Social Outcomes (APASOIII) carried out by students in March-April 2023 and the Stakeholder Survey (SHS) by teachers in July 2023, the results reflected that the school curriculum aligned well with national and global identity.</li> <li>● Although some students expressed a plethora of emotions and even anxiety after the prolonged and</li> </ul>

		<p>potential were organized.</p> <ul style="list-style-type: none"> <li>• Talks, workshops and school activities (e.g. in relation to the enhancement of “Respect and Care for Others”) in students were proactively carried out. A strong legion of compassionate students serves as “Joyful Ambassadors” to promote positive relationships at school. Remedial services for those students in need adopted a whole-school approach in collaboration with our Social Workers, Educational Psychologist and other related professionals. In the midst of COVID-19 period with face-to-face classes, our Counselling Team in collaboration with Social Workers organized a variety of relaxing activities and thematic workshops (e.g. coffee workshop).</li> </ul>	<p>intermittent face-to-face class suspension, all stakeholders ranked very high about their views on “support for student development” and “school climate” in the SHS in 2021/22 and 2022/23.</p> <ul style="list-style-type: none"> <li>• The school conducted student survey on programme basis. Most programmes so arranged were very well-received by students.</li> </ul>
<b>Major Concern 2: To unleash students’ potential in order to achieve academic and individual excellence</b>			
<b>Target (a):</b> Building an <i>Environmentally proactive School</i>	Partly achieved	<ul style="list-style-type: none"> <li>• The school’s environmental education was integrated into the curricula of Geography, Integrated Science, Tourism &amp; Hospitality Studies and Liberal Studies/ Citizenship &amp; Social Development. Sustainable development activities included talks, field trips, visits, projects, and environmental conservation knowledge quizzes. The Green Team guides students through co-curricular activities, such as organic farming and landscape design.</li> </ul>	<ul style="list-style-type: none"> <li>• The original target would be linking students’ farming with service learning, e.g. visit to the needed with agricultural products. Many related activities were adversely affected in the COVID-19 period.</li> </ul>
<b>Target (b):</b> Developing the <i>Creativity of students</i>	Achieved	<ul style="list-style-type: none"> <li>• Our targets in the school’s Major Concern were unleashing students’ collaboration and problem-solving skills through the provision of cross-curricular projects and developing the creativity of students through the provision of life-wide learning experiences and STEAM education. The related skills could be applied through project-learning and active participation in competitions. The school’s formal STEM curriculum (STEM lessons and Computer Literacy lessons) in junior forms was established since 2018/19. It has been developed progressively to include the elements of circuit board, Google AIY, 3D printing, laser cutting, virtual reality, augmented reality, coding, artificial intelligence and Internet of Things. The STEM-related knowledge and skills acquired by students were applied in project-based contexts. Those students talented in STEM education were encouraged to participate in</li> </ul>	<ul style="list-style-type: none"> <li>• Despite extended and intermittent suspension of face-to-face classes, the school strived to arranged as many life-wide learning activities for students as possible. Academically, many STEM/STEAM and PSHE related programmes/ projects or competitions were organized. Students were recognized with plenty of prizes/ awards.</li> <li>• The latest inclusion of “Internet of Things” into the school’s STEAM education with respect to the “IT</li> </ul>

		<p>STEM related competitions. Starting 2021/22, the school’s STEM education was renamed to STEAM education with enhanced development with aesthetic and humanistic elements in school context. Enriching STEAM education to enhance creativity of students was another target in a Major Concern in 2022/23. It embraced also cross-curricular collaboration as mentioned above, as well as informal STEAM curriculum that stretched the potentials of the students. Starting from 2021/22 till now, we have been joining the “IT Innovation Lab in Secondary Schools Programme” in a number of projects.</p> <ul style="list-style-type: none"> <li>● The school also arranged a number of cross-curricular projects for students to enhance their creativity, collaboration and problem-solving skills.</li> <li>● Our students showed excellent achievements (e.g. during performance and competitions) in visual, music and drama. Striving for unleashing students’ talents in drama and music under social distancing constraints during training sessions in 2021, our Cognito Theatre successfully performed online through the Jockey Club “Sing Out” Character Education Musical Project.</li> <li>● Also, the OLE at S4 curriculum was enriched with the OLE-Aesthetic education lessons to widen students’ scope of studies. With the normalcy resumption in the life-wide learning, the Music Education Camp was re-started in July 2023.</li> <li>● Upon relaxation of such constraints, our students exhibited their creativity upon performances, design of exhibitions and learning activities, learning celebration presentations, demonstrations, academic talks in the festive events that celebrated our 60<sup>th</sup> Anniversary. During the Open Days, our student Arts Ambassadors helped organize art exhibition and performances and guide the visitors with explanations. Whereas during our Join-School Speech Day held in the Queen Elizabeth Stadium on 14 January 2023, our students performed in the drama interwoven with pop dance and rope skipping, as well as developed it with vocal and instrumental music.</li> </ul>	<p>Innovation Lab in Secondary Schools Programme” was a breakthrough. In 2022/23, our students were invited by the Office of the Government Chief Information Officer (OGCIO) to showcase their learning products in the Electrical and Mechanical Services Department (EMSD) and during the 2022 Learning and Teaching Expo. Through the projects, our students were invited to share their ideas in the ISEC 2024 conference in the Princeton University.</p> <ul style="list-style-type: none"> <li>● To celebrate their success in pursuing whole-person development, our students won the School of the Year Award for Promoting Chinese History and Culture in the project “inheritance &amp; Innovation” organized by the EDB both in 2021/22 and 2022/23.</li> <li>● The talents and creativity demonstrated by our students during the programmes organized in the Open Days and Speech Day that celebrated the school’s 60<sup>th</sup> Anniversary won the thunderous applause and admiration of the visitors.</li> </ul>
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<p><b>Target (c):</b> Serving the community as an “Open” School</p>	<p>Partly achieved</p>	<ul style="list-style-type: none"> <li>Starting 2021/22, English drama training course were organized for talented primary school pupils to participate, with a learning celebration of performance being held either online (2021/22) or in the school campus (2022/23). As a service learning, our Drama Club student members served as helpers in the programme.</li> <li>The school widened our students’ horizons from the school across the border to other districts in Hong Kong, Greater Bay Area, Mainland China and the world. Upon continuation of the path for our students towards normalcy in terms of life-wide learning, a number of local visits about Chinese tradition and culture (e.g. Cheung Chau, Kut O, Stanley) were also arranged across the forms. Before the start of the COVID-19 pandemic, the school organized educational tours to Beijing, Xian, Guangzhou, Korea and the UK. With the support from the EDB, our S5 students visited Foshan in May 2023. Also, an English immersive tour to Brisbane was organized for our S3-5 students in June-July 203.</li> <li>In 2022/23, students exhibited their services and talents in introducing, presenting, linguistic, cultural, musical, aesthetic and athletic aspects in the exhibitions, learning activities, learning celebration presentations, demonstrations, academic talks, campus tours, inter-school games competition, student performances during the school’s 60<sup>th</sup> Anniversary celebrations, especially in Open Days and Speech Day.</li> </ul>	<ul style="list-style-type: none"> <li>The concept of “opening” the campus to the community started with the establishment of the new campus at Kai Tak since 2019. It was believed that learning should not be restrained by physical boundaries and a successful school should reach out to the community as well as allow the community to reach in.</li> <li>Due to the restrictions from half-day schooling and face-to-face class suspension, many of the planned programmes and projects involving experiential learning activities were either adversely affected or even cancelled.</li> <li>Still, our teachers endeavoured to arrange educational activities outside the school campus. With the relaxation of the constraints, more activities serving the community will be planned for implementation.</li> </ul>
<p><b>Target (d):</b> Building an ever-Learning School</p>	<p>Partly achieved</p>	<ul style="list-style-type: none"> <li>Efforts were paid to equip students with effective study skills and strengthened their self-directed learning skills.</li> <li>The school curriculum was designed to facilitate students’ biliterate and trilingual proficiency. To maximize students’ use of English in class, our Native English-speaking Teachers (NETs) provided English drama, debate, reading and cookery lessons for all junior form students. An English-rich environment was created by our teachers and student English Ambassadors through activities where students could use English in authentic contexts. Chinese language and Putonghua (PTH) activities were also popular with students</li> </ul>	<ul style="list-style-type: none"> <li>The results APASOIII (2021/22) and Stakeholder Survey (2021/22 &amp; 2022/23) held in 2023 revealed that our students generally were less confident in goal-setting, weaker in time management, as well as did not often take the initiative to learn. These might be caused by the negative impacts imposed by lengthy face-to-face</li> </ul>

		<p>and have developed into recurrent activities. Our cross-KLA Language-across-the-Curriculum lessons in S1-2 and Reading-across-the-Curriculum programmes were effective conducive to the creation of a language-rich environment.</p> <ul style="list-style-type: none"> <li>Starting from 2021/22, the school initiated a school-based professional development programme regarding learning, teaching and assessment in collaboration with the CUHK. The programme embraced: 1) Teacher development workshops on pedagogy and assessment; 2) Middle management workshops equipping our Panel/ Department Heads with management skills for leading the groups; and 3) Panel supports with regular meetings for collaborative lesson planning, lesson observation, post-lesson discussion, and others. Subject involved were Mathematics, Economics, and Life &amp; Society in 2012/22; but with the addition of English Language, Geography, and Physics in 2022/23</li> </ul>	<p>classes suspension due to five waves of COVID-19 epidemic.</p> <ul style="list-style-type: none"> <li>The design for the staff development programme was in line with the Major Concern strategies for that school year. In 2021/22, the foci for development were on assessment literacy and collaborative lesson design &amp; delivery. In 2022/23, the target was alignment of assessment, learning and teaching. Evaluation reflected that teachers were able to improve their practices through the programme.</li> </ul>
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## 2.2 (a) *Reflection on school performance in achieving the seven learning goals*

- Commencing from the academic year 2020/21, the school introduced growth mindset into the positive education infusing into both the formal and informal curricula. It was grounded on the school's core value of a caring culture and the mission of "gratitude". We continuously inculcated in students the gratitude to extend their services towards the community. Before COVID-19 era, the school promoted and arranged plenty of social services carried out by our students. Extensive service-learning could only be progressively resumed starting 2023. In line with the values education promoted by the Education Bureau, the school actively promoted understanding of Chinese history, heritages and contemporary technology as well as Constitution, Basic Law and natural security education in our students in the year 2022/23. At subject level, curriculum mapping of inclusion of Constitution and Basic Law education and 20 major fields of national security in different subjects was carried out. At school level, two Chinese Cultural Weeks were arranged in October 2022 and March-April 2023. They were composed of a series of learning activities (workshops, learning experiences, virtual tours, exhibition, games and experiments) organized through cross-curricular collaboration among the Chinese Language Department, the subject panels under the Personal, Social & Humanities and Science key learning areas (KLA), Science KLA, STEAM education departments, School Library, as well as the Moral & Civic Education Team. Upon continuation of the path for our students towards normalcy in terms of life-wide learning, a number of local visits about Chinese tradition and culture (e.g. Cheung Chau, Kut O, Stanley) were also arranged across the forms. Congruent to our goal of "opening" the campus, we would like to widen our students' horizons from the school across the border to other districts in Hong Kong, Greater Bay Area, Mainland China and the world. Before the start of the COVID-19 pandemic, the school organized educational tours to Beijing, Xian, Guangzhou, Korea and the UK. With the support from the EDB, our S5 students visited Foshan in May 2023. Also, an English immersive tour to Brisbane was organized for our S3-5 students in June-July 2023. As revealed from the survey results of the Assessment Program for Affective and Social Outcomes (APASOIII) carried out by students in March-April 2023 and the Stakeholder Survey (SHS) by both students and teachers in July 2023, the results reflected that the school curriculum aligned well with national and global identity.
- The school curriculum focused on constructing a broad and solid knowledge and skills base for students to acquire and apply in different contexts. This was achieved by regular reviews of content coverage at different level as well as articulation between levels in different subject panels and Key Learning Areas. In S4-6, 12 elective subjects (including the Extended Module in Mathematics: Calculus & Algebra) were offered. Starting from 2021/22, survey on electives selection was conducted by S3 parents and students. The data were analyzed by the EDB Student Option Programme for offering the number of groups of elective subjects and the allocation of them into three blocks for optimizing the preference of students' choices of subjects being offered in their S4 studies. Apart from the formal curriculum, the school broadened students' scope by infusing OLE (Other-Learning-Experiences) -Aesthetic education lessons into the S4 studies, arranging life-wide learning experiences in OLE days and during the post-examination period, as well as offering online lessons during the extended Easter Holiday in 2021/22 for all students. Examples of the OLE-Aesthetic classes in 2022/23 were creative digital drawing, art therapy, aviation training, scenography & backstage; post-examination activities included Journey of Life, financial education workshop, adventure learning experiences; whereas online classes included fun English activities, pastel nagomi art class, live action role-playing games, etc. Regarding life-wide learning, our school offered 29 co-curricular activity groups under the of sports, services, academic and interest domains.



- Students' language development is always a top priority in our school, which aims at facilitating students' biliterate and trilingual proficiency. To maximize students' use of English in class, our Native English-speaking Teachers (NETs) provided English drama, debate, reading and cookery lessons for all junior form students. An English-rich environment was created by our teachers and student English Ambassadors through activities like delivery of morning assembly speeches, English Corner activities, Cultural Weeks, English Café etc., where students could use English in authentic contexts. Chinese language and Putonghua (PTH) activities, like joint-school creative writing schemes, life writing programme, book review competitions, PTH radio and Pinyin activity, were also popular with students and have developed into recurrent activities. Our cross-KLA Language-across-the-Curriculum lessons in S1-2 and Reading-across-the-Curriculum programmes were effective conducive to the creation of a language-rich environment.
- One of the school's target in a Major Concern in 2022/23 was "unleashing students' collaboration and problem-solving skills through programmes in partnerships with the stakeholders and the community". Apart from student participation in those event programmes to celebrate our 60<sup>th</sup> Anniversary, the school also arranged a number of cross-curricular projects for students to enhance their generic skills.
  - ✓ S1, S2 and S3 Aesthetic Projects (Music, Visual Art)
  - ✓ S2 Design of package for the Aged (Music, Visual Art, Mathematics)
  - ✓ S5 Field study on sustainable development at Cheung Chau (Economics, Tourism & Hospitality Studies, Chinese History)
  - ✓ S3 Start-up Social Entrepreneur (Life & Society, Visual Art)
  - ✓ S3 & S5 Decoding Chinese History (Chinese History, Computer Literacy)
  - ✓ S1-2 History four-cell comic strip design competition (Chinese History, Visual Art)
  - ✓ S1-2 Hong Kong Jigucun Ancient Chinese Technology project (Science KLA, STEAM Education Departments, Chinese History)
  - ✓ S2-3 Maker Lab project (Science KLA, STEAM Education Departments)
  - ✓ English drama training course will be for talented primary school pupils (English Drama Club, 2 Primary Schools)
- The school's formal STEM curriculum (STEM lessons and Computer Literacy lessons) in junior forms was established since 2018/19. It has been developed progressively to include the elements of circuit board, Google AIY, 3D printing, laser cutting, virtual reality, augmented reality, coding, artificial intelligence and Internet of Things. The STEM-related knowledge and skills acquired by students were applied in project-based contexts (e.g. Maker Lab activities, Science Fair, CUHK Jockey Club AI for the Future Project). Those students talented in STEM education were encouraged to participate in STEM related competitions (e.g. Hong Kong-Macau-Taiwan CodeCombat ICE Challenge, RoboMaster Robotics Competition, Hua Xia Cup). Starting 2021/22, the school's STEM education was renamed to STEAM education with enhanced development with aesthetic and humanistic elements in school context. Enriching STEAM education to enhance creativity of students was another target in a Major Concern in 2022/23. It embraced also cross-curricular collaboration as mentioned above, as well as informal STEAM curriculum that stretched the potentials of the students. Starting from 2021/22 till now, we have been joining the "IT Innovation Lab in Secondary Schools Programme" in a number of projects. In 2022/23, our students were invited by the Office of the Government Chief Information Officer (OGCIO) to showcase their learning products in the Electrical and Mechanical Services Department (EMSD) and during the 2022 Learning and Teaching Expo.

- The development of information literacy, which refers to a set of abilities that enables an individual to identify, find, evaluate, apply, and acknowledge sources of information, belonged to another emphasis of school improvement. The foundation of information literacy is information technology in education, with both STEM/STEAM education and e-learning development associated. e-Learning was regarded as a mean favourable for facilitating our students into a self-directed learner. Thanks to the provision of mobile learning devices donated by an alumnus for all students and teachers, as well as measures equipping them with necessary e-learning and teaching strategies, the online, asynchronous and hybrid modes of e-learning could be smoothly incorporated into student learning. However, the superb advancement of technology brings out ethical issues. Based on the APASO results conducted in March-June 2023, our students spent too much time in serving the internet, which could be a side-effect of prolonged face-to-face class suspension. This might reflect that students were more vulnerable to the misuse of the internet. To uphold the value of integrity as well as self-control and citizenship with respect to information literacy and to nurture our students to be a responsible internet user, talks and Computer Literacy lessons were in place. Our Head Prefects and Prefect Leader attended a course provided by the HKU to resist against cyberbullying during summer 2023, and thereafter spread the message to other schoolmates during the Hall Assembly. During the first part of our 60<sup>th</sup> Anniversary Symposium with the theme of “Innovation in Education” held in May 2023, our Keynote Speakers shared with our students and teachers the pros and cons of the latest development of technology and aroused our reflections on the chances and challenges brought to us.
- Our school provided career and life planning (CLP) education to all students according to their developmental stages. Apart from using our school-based teacher materials, “Finding Your Colours of Life” and “Career Mapping” our students could recognize their own personality and abilities, work values and various careers opportunities, which help students formulate their individual career plans. Before the COVID-19 era, the school, in collaboration with our alumni, provided a great variety of career-related activities (career expo, visits, workshops, and job-shadowing opportunities) for the students to develop understanding of themselves in the context of whole-person development, to make informed and responsible choices for their paths, as well as to acquire different life skills for lifelong learning. Starting from 2021/22, S6 mentorship programme was established with each teacher-mentor taking care of 3 students who with regular meetings of career guidance to help refine students’ individual study plans and realize their learning goals. In May 2023, nine speakers shared their valuable career experiences with our S5 students in the the parallel sessions of our 60<sup>th</sup> Anniversary Symposium; while the students reflected that they gained much inspiration from the sharing.
- As a retrospection about our values education, the school laid also an emphasis on facilitating moral, eating, physical, emotional and spiritual health of the students.
  - ✓ In 2022/23, educational activities on cigarette, drug, corruption, and sex education as well as integrity in the workplace were arranged for students to develop in them the positive values of self-control & citizenship, integrity and responsibility.
  - ✓ Starting years ago, a task group in partnership with the Parent-Teacher Association (PTA) was established to regularly review the healthy and environmentally friendly meal, snacks and drinks practices, and to supervise, co-ordinate and improve such arrangements for students. Health education (e.g. visit to Food Angel Hong Kong, softmeal workshop) was also provided to students through the school curriculum and the co-curricular activities.

- ✓ Students were used to be provided with opportunities for physical activities and their physical fitness was regularly measured, recorded and enhanced. The annual inter-departmental activity “Jump Rope for Heart” encouraged our students to actively participate in physical exercise. During suspension of face-to-face classes, only online Physical Education (PE) classes were offered. Limited physical activities were arranged upon social distancing measures during half-day schooling. The regularly held Athletic Meet in 2021/22 was substituted by Games Day held in the school campus on 18 November 2021. A smaller-scale interschool “Games Event” during our Open Day was held with our sister school, Cognitio College (Hong Kong), on 17 December 2022.
- ✓ With respect to emotional health, talks, workshops and school activities (e.g. in relation to the enhancement of positive values, such as “Respect and Care for Others”) in students were proactively carried out by the Counselling Team. A strong legion of compassionate students serves as “Joyful Ambassadors” to promote positive relationships at school. Remedial services for those students in need adopted a whole-school approach in collaboration with our Social Workers, Educational Psychologist and other related professionals. Especially, some students expressed a plethora of emotions and even anxiety after the prolonged and intermittent face-to-face class suspension. In reaction, the Counselling Team in collaboration with our Social Workers organized a variety of relaxing activities and thematic workshops (e.g. coffee workshop) in the Wellness Hub (newly established in 2021/22) or other venues.
- ✓ Spiritual health of our students was associated with our ECOL school concept. The school’s environmental education was integrated into the curricula of Geography, Integrated Science, Tourism & Hospitality Studies and Liberal Studies/Citizenship & Social Development. Sustainable development activities included talks, field trips, visits, projects, and environmental conservation knowledge quizzes. The Green Team guides students through co-curricular activities, such as Green School Scheme, organic farming and landscape design and related workshops. Service and aesthetic learning implemented in school fostered positive impacts on students’ spiritual health.

*(b) Reflection on school performance in fostering whole-person development and lifelong learning of students*

	<b>Enriching students’ learning experiences</b>	<b>Professional leadership &amp; development</b>
<b>Whole-person development</b>	<p>The school mission is that we will endeavour to provide whole-person education with a balanced emphasis on moral, intellectual, physical, social, and aesthetic development, to help our students to achieve their full potential and to instil in them a commitment to serve our country and society.</p> <ul style="list-style-type: none"> <li>● <u>Moral Development</u>: The present school’s positive education is grounded our core value of a caring culture and “gratitude”, infused with the selected character strengths of growth mindset that we would like our students to express (starting 2020/21), as well as enriched by the EDB’s Values Education Curriculum Framework (2021). The values considered in planning for school development include “National Identity”, “Self-control &amp; Citizenship”, “Integrity”, “Responsibility”, “Perseverance”, “Diligence”, “Empathy, Gratitude &amp; Commitment”, “Care &amp; Respect for Others”, “Love of Learning”, and “Creativity”. In terms of moral and civic education, talks, workshops, interactive dramas, and other learning activities contextualized with appropriate current affairs and life events were organized for students to cultivate with them the positive values and attributes. Emphasis was paid to enhance students’ understanding about the country’s history, heritages, contemporary development, as well as the Constitution, Basic Law and National Security education. Apart from the physical health of our students which is described below, attention was also drawn to address the facilitation of moral, eating, emotional and spiritual health of our students.</li> <li>● <u>Intellectual Development</u>: As mentioned above, our school curriculum focused on constructing a broad and solid knowledge and skills base for students to acquire and apply in different contexts. Within the curriculum, we placed language development at a higher priority in students’ studies. In recent years, STEM education became another emphasis for school development in our formal curriculum, co-curricular activities and cross-curricular projects. The addition of aesthetic and humanistic elements constituted the newest STEAM education at school.</li> <li>● <u>Physical Development</u>: To promote healthy physical development among our students, various activities like-rope-skipping, swimming, golf, and bowling were taught during PE lessons. To stretch students’ physical talents, those elites were selected to join the school sports teams (basketball, volleyball, table-tennis, track &amp; field and rope skipping) for</li> </ul>	<ul style="list-style-type: none"> <li>● Commencing from 2020/21, the school introduced growth mindset as rationale to implement positive education. It started with staff development programmes for both our teachers and students to progressively “learn it”, “live it”, “teach it”, and “embed it”. We considered ourselves to be at the early stage of “teach it”, though there must be a diversity of progress. Practices are always the key to success. The programmes conducive to students’ whole-person development should be devised from the perspectives of consolidating selected character strengths in students for implementation, so as to “embed it”.</li> <li>● The school encouraged the staff to take part in professional development</li> </ul>

	<p>attending regular training and inter-school competitions. Many physical activities were hampered during the COVID-19 period. In 2021/22, however, our Athletic Meet was replaced by the Games Day held at school campus. In 2022/23, both the Athletic Meet and Swimming Gala were fully resumed.</p> <ul style="list-style-type: none"> <li>● <u>Social development</u>: Regarding other learning experiences (OLE), the focus in 2022/23 was to promote social services and aesthetic education. It was always the determination for our school to organize a variety of life-wide learning experiences for students to polish students' inter-personal skills and unleash their leadership and organizational potentials, except during the five waves of COVID-19 epidemic. Furthermore, school offered 29 co-curricular activity groups under the of sports, services, academic and interest domains.</li> <li>● <u>Aesthetic Development</u>: Our students have shown excellent achievements (e.g. during performance and competitions) in visual, music and drama. Striving for unleashing students' talents in drama and music under social distancing constraints during training sessions in 2021, our Cognition Theatre successfully performed online through the Jockey Club "Sing Out" Character Education Musical Project. Upon relaxation of such constraints, our students performed both in the Open Day and Speech Day in celebrating our 60<sup>th</sup> Anniversary. Especially in the Queen Elizabeth Stadium during our Join-School Speech Day held on 14 January 2023, student performance in the drama interwoven with pop dance and rope skipping, as well as developed with vocal and instrumental music, gained rounds of applause from the audience. During Open Days, our student Arts Ambassadors helped organize art exhibition and performances and guide the visitors with explanations. Also, the OLE at S4 curriculum was enriched with the OLE-Aesthetic education lessons to widen students' scope of studies. With the normalcy resumption in the life-wide learning, the Music Education Camp was re-started in July 2023.</li> </ul>	<p>(PD) activities related to national security organized by the EDB. All newly-joined teachers (NJT) (starting 2020/21) and promoted teachers (starting 2023/24) should complete the designated training programmes in the Core Part, including a Mainland Study Tour, within the time limit allowed. The school should monitor and support by regularly reviewing their training progress, remind and arrange them to complete the core and elective training. The school tracked the statistics of the teachers' PD activities through the "Professional Ladder for Teachers" and "Training Calendar System" functions of the EDB e-Services Portal.</p>
<p><b>Lifelong learning</b></p>	<p>For personal development of individual student, the school prepared our students for tackling the challenges in the future by the following ways / programmes:</p> <ul style="list-style-type: none"> <li>● <u>Fostering students' language development</u>: The programmes offered by the school aimed at facilitating students' biliterate and trilingual proficiency in terms of English language, Chinese language and Putonghua.</li> <li>● <u>Equipping students with higher-order skills</u>: Our targets in the school's Major Concern were unleashing students' collaboration and problem-solving skills through the provision of cross-curricular projects and developing the creativity of students through the provision</li> </ul>	<p>Starting from 2021/22, the school initiated a school-based professional development programme regarding learning, teaching and assessment in collaboration with the CUHK. The programme embraced:</p> <ul style="list-style-type: none"> <li>● Teacher development</li> </ul>

	<p>of life-wide learning experiences and STEAM education. The related skills could be applied through project-learning and active participation in competitions.</p> <ul style="list-style-type: none"> <li>● <u>Development students' numeracy and information technology skills:</u> These skills could be equipped and applied by them through the provision of STEAM education in the school curriculum and their active participation in the co-curricular activities. e-Learning development at school also facilitated students' applications of IT skills and helped enhance their advancement into a self-directed learner.</li> <li>● <u>Strengthening self-directed learning:</u> Efforts were paid to equip students with effective study skills and strengthened their self-directed learning skills. However, the results APASOIII and Stakeholder Survey held in 2023 revealed that our students were less confident in goal-setting and time management; and showed less interest in reading, although students claimed that they were equipped with reading strategies. These might be caused by the negative impacts imposed by lengthy face-to-face classes suspension due to five waves of COVID-19 epidemic.</li> <li>● <u>Devising life-planning strategies for individual students:</u> Different programmes devised for career and life planning (CLP) education tried to cater for the needs of individual students according to their developmental stages, through informed formulation of learning goals and plans, equipping them with necessary life and managing skills, as well as guided reflections with guidance, to realize their learning goals.</li> </ul>	<p>workshops on pedagogy and assessment;</p> <ul style="list-style-type: none"> <li>● Middle management workshops equipping our Panel/ Department Heads with management skills for leading the groups; and</li> <li>● Panel supports with regular meetings for collaborative lesson planning, lesson observation, post-lesson discussion, and others. Subject involved were Mathematics, Economics, and Life &amp; Society in 2012/22; but with the addition of English Language, Geography, and Physics in 2022/23</li> </ul>
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**2.3 (a) School's continuous improvement & development**

**(b) Development priorities of the school for enhancing the whole-person development and lifelong learning of the students**

<b>Students' needs regarding the seven learning goals</b>	<b>School's capacity for continuous improvement &amp; development</b>	<b>Development priority</b>
<p>1) <u>National and Global identity</u>: As revealed from the survey results of the Assessment Program for Affective and Social Outcomes (APASOIII) carried out by students in March-April 2023 and the Stakeholder Survey (SHS) by both students and teachers in July 2023, the results reflected that the school curriculum aligned well with national and global identity. According to the programme-based student survey results, students reflected very positively about the interactive life-wide learning experiences arranged such as Chinese Cultural weeks, educational visits outside school or even cross-borders educational tours.</p>	<p>The learning activities desirable for nurturing national and global identity should demand much human and financial resources. The school will make good use of the resources from the Government and community to prepare for more for students. Our School Sponsoring Body (SSB) is very supporting to provide additional resources to carry out programmes, including Mainland and oversea study tours.</p>	<p>2</p>
<p>2) <u>Breadth of Knowledge</u>: Starting from 2021/22, the number of groups for elective subjects and their allocation in the three blocks of S4 studies were optimized from the survey results on the preference of elective choices in S3 through the EDB Student Option Programme. Students were more satisfied with the new arrangement. Also, S4 students carried out survey about the OLE-Aesthetic education classes being offered for them. The selection of classes for the next school year was reviewed with the help of the student survey. Regarding life-wide learning, our co-curricular activity (CCA) groups under the of sports, services, academic and interest domains was also reviewed annually, with the addition of "Literature &amp; Film Society" in 2023/24.</p>	<p>Due consideration for the provision of subjects, classes or CCA groups should be made with reference to the needs, interests and aptitudes of students, the trends in the world, as well as the financial and human resources required. Regarding the offer of electives, for example, the school should not only consider the opinions of the students, but the articulation to further studies and career path, as well as careful calculation of the teaching staff allowed.</p>	<p>4</p>

<p>3) <u>Language Proficiency</u>: From the APASOIII results conducted with students, they regarded themselves to be equip with reading strategies. According to the SHS data in 2021/22 and 2022/23, however, all stakeholders (students themselves, teachers and parents) reflected that students generally do not like reading / they do not often read materials such as leisure reading materials and newspapers outside class.</p>	<p>Students equipping reading strategies might be the result of the implementation of reading-across-the-curriculum for years. The school would alter the direction of such development to emphasize not just reading-to-learn, but also inculcating desirable reading habit in students and raising their interest in reading.</p>	<p>3</p>
<p>4) <u>Generic Skills</u>: The results APASOIII (2021/22) and Stakeholder Survey (2021/22 &amp; 2022/23) held in 2023 revealed that our students generally were less confident in goal-setting, weaker in time management, as well as did not often take the initiative to learn. These might be caused by the negative impacts imposed by lengthy face-to-face classes suspension due to five waves of COVID-19 epidemic.</p>	<p>“Developing in students good study habits for life-long learning” would top our first priority regarding the target of the school’s Major Concern in 2023/24. Professional support from the CUHK would also be employed to assist our teachers in developing out students to be self-directed learners.</p>	<p>1</p>
<p>5) <u>Information Literacy</u>: Based on the APASOIII results in 2022/23, our students spent too much time in serving the internet, which could be a side-effect of prolonged face-to-face class suspension. This might reflect that students were more vulnerable to the misuse of the internet.</p>	<p>The school should continue to nurture our students to be responsible internet users. The efforts in e-learning development at school could be shifted to cultivate good study habits in students towards making good use of mobile device and internet for learning and completing online assignments.</p>	<p>7</p>
<p>6) <u>Life Planning</u>: As above, the results APASOIII (2021/22) and Stakeholder Survey (2021/22 &amp; 2022/23) held in 2023 revealed that our students generally were less confident in goal-setting and weaker in time management.</p>	<p>Starting from 2021/22, S6 mentorship programme was established with each teacher-mentor taking care of 3 students who with regular meetings of career guidance to help refine students’ individual study plans and realize their learning goals. With the suspension of the annual Career Expo and workplace visits, our alumni agreed to continue the good practices in this regard.</p>	<p>5</p>
<p>7) <u>Healthy Lifestyle</u>: Some students expressed a lack of physical activities and a plethora of emotions and even anxiety during and after the prolonged and intermittent face-to-face class suspension.</p>	<p>The school would further enhance our positive education with the implementation of appropriate programmes to uphold mental health of our students. With the continuation towards normalcy in terms of healthy activities being arranged.</p>	<p>6</p>



**School Development Plan (2023/24 – 2025/26)**

Major Concern	Target	Value addressed	*Time Scale			Outline of Strategies	Seven Learning Goals
			23/24	24/25	25/26		
<b>1. To nurture students to be responsible learners, paving their way towards self-directed learning</b>	1.1 Developing in students good study habits for life-long learning	<ul style="list-style-type: none"> <li>• Love of Learning</li> <li>• Perseverance</li> <li>• Responsibility</li> <li>• Diligence</li> </ul>	<b>T</b>	<b>I</b>	<b>I</b>	Desirable study habits would be developed in students by using time-management skills being equipped. Language-across-the-curriculum programme would comprise equipping students with questioning and answering techniques; whereas reading-across-the curriculum strategies would focus more on nurturing good reading habits among students. Our students would learn to be proficiently biliterate and trilingual through immersing in meaningful and authentic contexts being provided. Focus would be drawn to the design of proper formative and summative assessment, “assessment for learning” and finally “assessment as learning”. Our teachers will be well-supported with expertise through a well-planned professional development programme.	<ul style="list-style-type: none"> <li>• Generic Skills</li> <li>• Life Planning</li> </ul>
	1.2 Engaging students in an interactive and information-technology supported learning both inside and beyond the classroom		<b>I</b>	<b>I</b>	<b>I</b>		<ul style="list-style-type: none"> <li>• Generic Skills</li> <li>• Information Literacy</li> </ul>
	1.3 Equipping students with the necessary generic skills for solving real life problems		<b>I</b>	<b>I</b>	<b>I</b>		<ul style="list-style-type: none"> <li>• Generic Skills</li> <li>• Life Planning</li> <li>• Breadth of Knowledge</li> </ul>
	1.4 Fostering a language-rich environment to enhance students’ proficiency in both Chinese and English across the curriculum		<b>I</b>	<b>I</b>	<b>I</b>		<ul style="list-style-type: none"> <li>• Language Proficiency</li> <li>• Breadth of Knowledge</li> </ul>
	1.5 Addressing the needs of students with diverse learning abilities via the effective use of assessment data		<b>T</b>	<b>I</b>	<b>I</b>		<ul style="list-style-type: none"> <li>• Generic Skills</li> <li>• Information Literacy</li> </ul>
	1.6 Refining the assessment mechanism for cultivating students’ desirable study habits and equipping students with self-directed learning skills		<b>P</b>	<b>T</b>	<b>I</b>		<ul style="list-style-type: none"> <li>• Generic Skills</li> <li>• Life Planning</li> </ul>
	1.7 Building teachers to be a collaborative learning community through professional development		<b>T</b>	<b>I</b>	<b>I</b>		<ul style="list-style-type: none"> <li>• Generic Skills</li> <li>• Breadth of Knowledge</li> </ul>

<b>2. To unleash students' potentials in meeting future challenges, while enjoying strong support of the Motherland and being closely connected to the world</b>	2.1 Advancing students' qualities and competencies to thrive in the 21st century through the provision of sufficient life-wide learning as well as other learning experiences	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Love of Learning</li> <li>• Responsibility</li> <li>• Diligence</li> </ul>	I	I	I	Sufficient learning opportunities should be planned for students in the form of STEAM programmes, cross-curricular programmes, life-wide learning and other learning experiences to unleash their creativity, collaboration and problem-solving skills. Learning activities to enhanced students' understanding about the Mainland's history, heritages and contemporary development as well as the Constitution, Basic Law and National Security would be organized. Activities would include authentic experiences, visits and educational tours in Hong Kong, Mainland or other countries. Various life planning programmes for students to explore themselves widen their scope, and equip them with life skills would be organized assist them to set their learning goals and actualize them. Programmes that polish students' leadership skills would be arranged.	<ul style="list-style-type: none"> <li>• National &amp; Global Identity</li> <li>• Generic Skills</li> <li>• Life Planning</li> <li>• Breadth of Knowledge</li> </ul>
	2.2 Assisting the students to set their learning goals and realize them through life-planning programmes	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Love of Learning</li> </ul>	I	I	I		<ul style="list-style-type: none"> <li>• Life Planning</li> <li>• Generic Skills</li> </ul>
	2.3 Facilitating the student leaders who are armed/ Equip student leaders with necessary skills to collaborate with others and adapt to the ever-changing world through experiential learning	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Empathy, Gratitude &amp; Commitment</li> <li>• Self-control &amp; Citizenship</li> </ul>	I	I	I		<ul style="list-style-type: none"> <li>• Generic Skills</li> <li>• Life Planning</li> <li>• Language Proficiency</li> <li>• Breadth of Knowledge</li> </ul>
	2.4 Optimizing conditions for students to integrate and apply STEAM-related knowledge and skills from different disciplines for use in the realm of learning and in the future	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Love of Learning</li> <li>• Perseverance</li> </ul>	I	I	I		<ul style="list-style-type: none"> <li>• Generic Skills</li> <li>• Breadth of Knowledge</li> <li>• Information Literacy</li> </ul>
	2.5 Widening students' horizon and worldview through educational visits and cross-border learning programmes	<ul style="list-style-type: none"> <li>• National Identity</li> <li>• Self-control &amp; Citizenship</li> <li>• Love of Learning</li> </ul>	T	I	I		<ul style="list-style-type: none"> <li>• National &amp; Global Identity</li> <li>• Breadth of Knowledge</li> <li>• Language Proficiency</li> </ul>

<b>3. To nurture students' positive values for facilitating their personal and social development in a healthy lifestyle as well as to for building up their collective responsibilities and commitment in serving the school, society and nation</b>	3.1 Helping students adopt the positive values to face the difficulties when growing up by enriching the formal and informal curriculum	<ul style="list-style-type: none"> <li>● Integrity</li> <li>● Self-control &amp; Citizenship</li> <li>● Responsibility</li> </ul>	I	I	I	Activities that safeguard our students against misbehaviours and promote integrity and self-control would be organized. We should also cultivate in students a sense gratitude through service-learning and other learning experiences. Students would be provided with learning activities contextualized with appropriate current affairs and life events for building up their responsibility and commitment in serving others. To foster home-school cooperation, regular meetings with parents, parent education programme, and activities among parents, students and teachers would be organized and facilitated through our Parent-Teacher Association (PTA).	<ul style="list-style-type: none"> <li>● Healthy Lifestyle</li> <li>● Life Planning</li> </ul>
	3.2 Cultivating a spirit to serve the community among students through co-curricular activities	<ul style="list-style-type: none"> <li>● Care &amp; Respect for Others</li> <li>● Empathy, Gratitude &amp; Commitment</li> </ul>	T	I	I		<ul style="list-style-type: none"> <li>● Healthy Lifestyle</li> <li>● National &amp; Global Identity</li> <li>● Generic Skills</li> <li>● Language Proficiency</li> </ul>
	3.3 Strengthening the partnership between the school and home education	<ul style="list-style-type: none"> <li>● Responsibility</li> <li>● Care &amp; Respect for Others</li> </ul>	I	I	I		<ul style="list-style-type: none"> <li>● Healthy Lifestyle</li> <li>● Generic Skills</li> </ul>

\*Time Scale: P - Planning T - Trial I - Implementation