

St. Margaret's Co-educational English Secondary & Primary School 聖瑪加利男女英文中小學

School Development Plan
2023/24 – 2027/28



33 Sham Mong Road, West Kowloon, HKSAR

1. School Vision and Mission

School Vision

We provide a global education whereby students are nurtured to be all-rounders and to reach their full potential with initiative and joy. They will become excellent communicators and high achievers with a positive mindset and an international outlook, being able to rise to the challenges of the 21st Century.

School Mission Statements

With Christ's spirit and the belief to teach indiscriminately, the School

1. develops multi-lingual students with a global perspective;
2. equips students with the skills, knowledge and positive mindset necessary for life in the 21st Century;
3. instills in students a joy for learning as a life-long process;
4. empowers students to develop their potential and talents to the full;
5. helps students to acquire the fundamental skills to develop self-confidence, self-esteem, self-respect and self-discipline; AND
6. helps students to develop a caring character through good conduct, mutual respect, a sense of civic responsibility and commitment towards society.

School Motto

Pursuit of virtues to perfection with self-renewal spirit

明德新民，止於至善

School Culture

Our school wishes to establish a “Learning School” and “Positive-thinking School” culture, believing that a learning school and positive-thinking learning environment will lead to a life-long learning attitude and a positive thinking life for students.

2. SWOT Analysis

Collaborative Endeavour: Shaping the School Development Plan (2023/24 - 2027/28)

Our school embarked on a strategic journey towards the next five-year development plan (2023/24 - 2027/28), valuing the invaluable involvement and suggestions of all stakeholders. In April 2022, we conducted a comprehensive stakeholder survey, encompassing parents, students, teachers, and non-teaching staff. This was followed by an insightful retreat camp in May 2022, which involved the school supervisor, the chairperson of the school management committee, the principal, school management, Key Learning Area (KLA) Heads, committee coordinators, and middle leaders. This marked the beginning of an ongoing, collaborative effort to shape the roadmap for the school's future growth and success.

Building upon this strong foundation and the first draft of the school development plan, a comprehensive consultation survey was carried out from October 2022 to December 2022. This process engaged parents through the Parent-Teacher Association (PTA), student, and all teachers, further refining the development plan for 2023/24 - 2027/28.

Another retreat camp was held from 31 March to 1 April 2023, bringing together the school supervisor, the chairperson of the school management committee, the principal, three vice-principals, and middle leaders. This gathering facilitated in-depth discussions on the school's development trajectory for the next five years.

To further refine the SWOT analysis and foster a shared understanding among all staff members, our school organized a comprehensive School Self-Evaluation (SSE) Day on 14 April 2023. This event provided an opportunity for all teachers to engage in collaborative work as a learning organization, harnessing collective wisdom to fine-tune the school's development plan.

The ensuing document presents the finalized SWOT analysis, which encapsulates the collaborative efforts and insights of the dedicated educators at our school. It serves as a testament to the school's unwavering commitment to excellence and as a guiding framework for the forthcoming five-year school development plan (2023/24 - 2027/28).

Our Strengths

- (1) **Multilingual Excellence:** Our school fosters a global outlook and promotes multilingualism, with exceptional proficiency in English and a diverse range of languages, including French, German, Japanese, Spanish, Chinese, and Putonghua. The Medium of Instruction (MOI) is English.
- (2) **Comprehensive, Tailored Programs:** We offer engaging programs designed to meet individual student needs, nurturing well-rounded learners in their emotional, social, and academic development. Our Life GPS initiative supports all S.1 students.
- (3) **Dedicated, Collaborative Staff:** Our team comprises professional teaching and non-teaching staff, including alumni who are deeply committed to the school, creating a strong sense of belonging.
- (4) **Streamlined Through-Train Education:** Our modern, unified campus features a favourable teacher-student ratio, enabling personalized attention and support for each learner in our streamlined through-train educational system. Parental support further strengthens our approach.

- (5) **Vibrant, Multicultural Environment:** We provide a rich learning experience through our diverse group of non-Chinese speaking (NCS) teachers and strong connections with overseas schools for collaborative projects and cultural exchanges. We have developed three Chinese Language streams, including Mainstream Chinese curriculum, Chinese as a second language curriculum, and Adapted Chinese curriculum, sister-school relationships, and opportunities for online and physical exchanges.
- (6) **Advanced IT and Cybersecurity:** Our school prioritizes cutting-edge digital platforms, focusing on addressing cyber risks and implementing robust cybersecurity measures. The InnoSpace, a state-of-the-art STEM room, enriches students' learning experiences.
- (7) **Innovative and Creative Teaching:** Our receptive teaching staff embraces new ideas and methodologies, fostering a culture of innovation and creativity. Teacher autonomy is encouraged in the development and implementation of unique initiatives. Middle leader meetings twice a month to support school development.
- (8) **Adaptable Enrichment Support:** We cater to diverse learning styles and accommodate the unique requirements of our multicultural student body through adaptable provision of enrichment and enhancement support. For NCS students, co-teaching strategies are applied in P1 - P4 Chinese lessons. In addition, for senior secondary students, diverse Chinese tutorials, such as Elite Class and Saturday Chinese Class, meet the needs of students with learning diversities.
- (9) **Proactive, Engaged Students:** Our students demonstrate strong initiative and responsibility, with a holistic approach to discipline and counselling support emphasizing emotional well-being and personal growth. We have a health care team involving student leaders to care about students' health. Our school provides opportunities for students to participate in various inter-school competitions and activities, such as the Music and Speech Festival, to enhance their self-esteem.
- (10) **State-of-the-Art Infrastructure and Facilities:** Our school is dedicated to fostering holistic development in students by providing a nurturing environment and top-quality facilities. We support growth in STEM, languages, physical education, and the arts through our well-equipped campus, which includes a high-tech gym room, experiential learning farming fields, running tracks surrounding the basketball court, a temperature-controlled indoor swimming pool, a multipurpose stadium, a drama black box, a Chinese cultural room, and InnoSpace - an innovative STEM room. To enhance the learning experience, all classrooms are outfitted with touch screen 86-inch displays, Apple TV, and multiple TV screens for broadcasting national education programs from satellite channels and the 7:30 PM Pearl channel news. Students can watch these educational broadcasts during lunchtime, both inside and outside classrooms. Our commitment to top-notch facilities and infrastructure ensures a truly immersive educational journey for our students.
- (11) **Lower Pupil-Teacher Ratio:** Our school maintains a lower pupil-teacher ratio, allowing teachers to deliver quality education tailored to students' needs.
- (12) **International Partnerships:** Our school actively engages in cultural exchanges with partner schools in France, Singapore, Spain, Japan, and China, enriching the educational experience of our students.
- (13) **Collaborative Whole-School Approach:** Our school emphasizes formalization and centralized decision-making while striving to adopt a whole-school approach that involves various stakeholders such as student leaders, students, student bodies, teachers, KLA heads, middle leaders, senior management, parents, and the school management committee. These stakeholders collaborate to formulate the school's 5-year development plan, major concerns, and annual plan.
- (14) **Stronger Alumni Network:** Our growing alumni network comprises graduates from renowned institutions and programs who have entered multinational corporations and professional fields. These alumni hold significant potential value for our school's future.

Our Weaknesses

- (1) **Technology Infrastructure Upgrades Needed:** Our school is poised to benefit from modernization and enhancements to its Wi-Fi and in-class technology. This includes targeted improvements in the New Wing section and addressing challenges such as weak Wi-Fi signals and accessibility of interactive displays. Investing in equipment maintenance and replacement will further support our digital capabilities.
- (2) **Addressing Pandemic-Related Academic Challenges:** The COVID-19 pandemic has disrupted study time, extracurriculars, and teacher-student interactions. We will focus on reinforcing learning foundations, fostering personal growth, and accommodating diverse learning approaches, while promoting wellness and positive education to mitigate pandemic-related challenges.
- (3) **Encouraging Balanced Parental Involvement:** While school support is essential for student development, we will work on guiding parents to strike an optimal balance, encouraging student autonomy and adaptability in a rapidly changing world.
- (4) **Overcoming HKDSE Language Proficiency Barriers:** Catering to a diverse English-speaking student base, our school is committed to discovering innovative approaches to enhance language learning and proficiency, particularly in the context of the HKDSE examinations, for all students.
- (5) **Expanding IAL and Subject Offerings:** To cater to the diverse academic interests of our students, we will explore opportunities to provide IAL more frequently and increase subject offerings, considering the availability of resources.
- (6) **Diversifying Subject Offerings and Embracing Alternative Pathways:** To accommodate the varied academic interests of our students, we are committed to exploring opportunities to expand our subject offerings and incorporate innovative curricula, including international examinations and alternative pathways.
- (7) **Improving Capacity and Communal Spaces:** We aim to reassess and potentially expand our primary section model to facilitate peer learning and collaborative growth during lunch and recess, addressing the current limitations in communal spaces.
- (8) **Enhancing Support for SEN and Gifted Students:** We recognize the importance of addressing the diverse needs of students with special educational needs (SEN), including gifted students who often exhibit unique learning profiles. We are committed to providing our teachers with the necessary training and resources to effectively support the full spectrum of student abilities, fostering an inclusive and enriching educational environment for all.

Our Opportunities

- (1) **Superior English Proficiency:** Our school is committed to elevating the English language skills of our students, both in general and in public exams, by leveraging small class sizes and ability grouping. This targeted approach will effectively raise language levels and enhance students' global competitiveness.
- (2) **Streamlined Schedule and Timetable:** We will implement a refined schedule and timetable, focusing academic lessons in the morning and reserving afternoons for enrichment activities. This strategic allocation of time will optimize learning opportunities while maintaining a balanced educational experience for all students.
- (3) **Leveraging Small Class Sizes:** With fewer students and small class teaching, we can allocate more resources to provide personalized instruction and support for every student. This intimate learning environment facilitates greater academic growth and development.
- (4) **Embracing West Kowloon Development:** Our school is well-positioned to benefit from the ongoing development of West Kowloon, attracting a diverse range of prospective students and enhancing the application rate. The Tuen Ma Line further improves our school's accessibility, making it an attractive choice for families in the region.
- (5) **Capitalizing on Demographic Shifts:** With fewer students in Hong Kong, there is less competition for entry into top universities. This demographic advantage presents a unique opportunity for our students to excel academically in a less crowded landscape.
- (6) **Harnessing COVID-19 for E-Learning Advancements:** The COVID-19 pandemic has accelerated the adoption of e-learning technologies. Our school can embrace this evolution to enhance our students' learning experience and better prepare them for the digital future.
- (7) **Benefiting from Diverse Teachers:** The higher turnover rate in DSS schools allows us to continually welcome new teachers who bring fresh ideas and perspectives, contributing to our school's ongoing development and innovation.
- (8) **Thriving on Globalization and International Connections:** Our strong overseas network of support, combined with the benefits of globalization, enriches our students' multi-language learning experience. We can also capitalize on the availability of external school-based support to ensure continued growth and excellence.
- (9) **Improving Learning Experience through Small Class Teaching:** As our school has fewer students compared to others, and we prioritize small class teaching and ability grouping in our school-based management, students will have more opportunities to learn and actively participate in class.
- (10) **Re-opening Borders and Promoting National Identity:** The re-opening of the border between Hong Kong and the mainland allows us to organize mainland study tours and attract students from the mainland. We will also promote national identity through National Security Education initiatives and collaborations with sister schools.

Our Threats

- (1) **Teacher Recruitment and Retention:** Our school faces challenges in recruiting and retaining qualified teachers, particularly for Stage 3 (S.3 – S.6), due to a competitive market and the "musical chair" effect resulting from migration trends. Additionally, we must invest resources in training new teachers and preserving our school culture amid high turnover rates in Direct Subsidy Scheme (DSS) schools.
- (2) **Fluctuating Student Intake:** Demographic changes and migration patterns contribute to an unstable student intake, with declining numbers of students, particularly those identified as gifted or high-achieving, posing a challenge to maintaining our school's academic excellence.
- (3) **Post-Pandemic School Suspension Risks:** As society gradually returns to normalcy with the lifting of mask mandates, the resumption of primary and secondary classes in March 2023, and the reopening of borders, the risks associated with school suspension due to COVID-19 have significantly decreased for our school. Nevertheless, we must maintain vigilance and preparedness for potential future disruptions while persistently exploring alternative and innovative curricular offerings, such as IAL and GCSE, to attract and retain top talent in an increasingly competitive educational landscape.
- (4) **Addressing Diverse Student Needs:** Our school faces the challenge of accommodating the diverse needs of incoming students, stemming from varying cultural backgrounds and language learning requirements. Identifying a broad spectrum of opportunities to cater to our students' unique interests and aspirations may prove difficult. We must endeavour to establish personalised strategies and pursue an extensive array of opportunities to facilitate their growth and development.
- (5) **Increasing Expenses for Overseas Programs:** The potential decrease in students applying for overseas exchange programs or study tours may lead to increased expenses for these opportunities.
- (6) **Heightened Competition:** As demand for high-quality education grows, our school faces increasing competition from other institutions offering similar programs and curricula, challenging our ability to stand out and attract top talent. Admission or withdrawal will be affected, and other schools may attract potential students.
- (7) **Navigating Policy Changes:** Changes in government policies or regulations may impact our ability to deliver our desired curriculum and maintain international partnerships, potentially hindering our school's growth and development. The need to adjust the curriculum and adapt to new regulations may slow down the school's development progress.
- (8) **Adapting to Migration Trends and Demographic Shifts:** While the ongoing migration trend and demographic downturn have led to a decline in student population and staff migrations, these changes have also created opportunities for enhanced small class teaching and balanced the equilibrium of staff-to-student ratios.

3. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2018/19 - 2022/23

Major Concerns	Extent of targets achieved	Remarks and follow-up action
1. To Provide Quality Education on Global Citizenship • To focus on one theme or aspect of global citizenship each year • To equip subject teachers with strategies of nurturing global citizenship • To develop globalized learning and teaching, classroom learning activities and resources for KS1 and KS2 • To provide international exposure for students of diverse ability, interests and learning needs • To promote habit on reading global citizenship related texts among students to broaden their international outlook • To promote the practice of global citizenship among students in student development related areas	Fully achieved	Over the past five years, global citizenship has been effectively nurtured among students through a school-based curriculum and a wide range of learning experiences, despite the challenges posed by the COVID-19 pandemic and class suspensions. Students' global citizenship awareness, empathy, communication, and thinking skills necessary to better understand the world and its complexities were enhanced. Routine Follow-Up Actions: 1. Continuously adopt themes and learning and teaching materials that focus on global citizenship in the school curriculum, while adapting to pandemic-impacted study time and extracurricular opportunities. Provide opportunities for students to take informed actions in their family or community as part of regular school activities. 2. Regularly teach primary students more about research skills during project time and provide greater scaffolding for secondary students, accommodating various learning modalities that have arisen due to the pandemic. 3. Continue and refine S.1-S.3 cross-curricular projects as part of the existing curriculum to foster students' reading literacy, knowledge, generic skills, and values related to global citizenship, while addressing the retention effects of COVID-19 on different developmental stages and ages. Enhance connections between these components and priority values and attitudes from the EDB. 4. Incorporate service-learning opportunities as routine school activities that allow students to serve local and global communities. Develop a cross-curricular project booklet for a more systematic learning process. Further enhance students' information filtering and processing skills as part of regular instruction.

Major Concerns	Extent of targets achieved	Remarks and follow-up action
		5. Promote the habit of reading global citizenship-related texts among students to broaden their international outlook. Maintain reading across the curriculum for breadth and depth in conjunction with cross-curricular projects to develop students' literacy skills, positive values and attitudes, and world knowledge through exploring and solving authentic world problems as part of the school's ongoing commitment to global citizenship education. Next 5-Year School Development Plan (2023-2028): 6. Further develop Information and Media literacy in conjunction with related values and attitudes, meeting students' physical, social, and emotional growth, developmental needs, and society's needs in a post-pandemic world. 7. Continue to enrich students' international learning experiences through virtual overseas tours with sister schools, local visits, and joining the HK-Mainland Sister School Scheme as part of regular school activities to enhance their understanding of their country and strengthen their sense of national identity. Harness COVID-19 advancements in e-learning technologies to better prepare students for the digital future. These follow-up actions will be incorporated into the next 5-year school development plan or the annual plans of the school, KLAs, or committees as appropriate. This approach ensures continuous improvement and development of the school and its students while providing flexibility to address the identified concerns and targets within the most suitable planning frameworks, keeping in mind the post-pandemic context and potential future disruptions. The school remains committed to emphasizing wellness, well-being, and positive education as society gradually returns to normalcy.

Major Concerns	Extent of targets achieved	Remarks and follow-up action
2. To nurture Student-led Culture • To equip teachers with the ability to nurture goal setting skills and servant leadership among students • To enable students to set goals and targets and evaluate their progress • To provide training programmes on leadership skills and community services for students • To strengthen the element of student-led in school activities • To demonstrate a serving mind and student-led culture among students through commitment in the community • To promote student-led culture in learning	Fully achieved	Over the past five years (2018-2023), our school has made significant achievements in nurturing a student-led culture, despite the challenges posed by the COVID-19 pandemic and class suspensions. Students were provided with ample learning opportunities to practice and develop their leadership and communication skills both inside and outside the classroom. The importance of goal setting and planning for a bright future was emphasized for Stage 2 and Stage 3 students. Student-led activities were thoughtfully integrated into various aspects of school life, resulting in students becoming more confident and active learners while adapting to pandemic-impacted study and extracurricular opportunities. Routine Follow-Up Actions: 1. Maintain the practice of goal setting and evaluation for students throughout the school year, taking into account the unique retention effects of COVID-19 on different developmental stages and ages. 2. Consider extending secondary student-led conferences with goal setting to P.5, P.6, and S.6 as a regular part of school activities, while remaining vigilant and prepared for potential future disruptions in the post-pandemic era. 3. Strengthen the Life Value Education curriculum as part of the regular school program to promote well-being, appreciation of life and people among students, and emphasize wellness and positive education to mitigate the challenges posed by COVID-19. 4. Provide ongoing training for teachers on positive education and the concept of "positive peace," leveraging e-learning advancements from the pandemic to enhance the learning experience. 5. Implement the revised curriculum with a focus on 15 core values across all KLAs as part of routine instruction to increase students' awareness of positive education, fostering relationship-building and accommodating various learning modalities affected by the pandemic. 6. Organize internal training sessions for school prefects to further enhance the student-led culture on campus, while harnessing COVID-19 advancements in e-learning technologies. 8. Involve Stage 2 and Stage 3 students in planning and conducting relevant programs for their schoolmates, adapting to pandemic-impacted study time and extracurricular opportunities.

Major Concerns	Extent of targets achieved	Remarks and follow-up action
		9. Continue interdisciplinary collaboration among related subjects and ensure alignment of student-led activities with the syllabus for all groups through regular teacher meetings as part of the school's ongoing commitment to student-led culture. 10. Incorporate student-led culture with the four elements (ownership, metacognition, autonomy and collective learning advancement) to promote active learning in Cross-curricular activity days, considering the reopening of borders and promotion of national identity. 11. Provide more student leadership opportunities on various occasions, such as school newsletters, hosting assemblies, ceremonies, Other Learning Experiences (OLE), and ad hoc activities, keeping in mind the post-pandemic school suspension risks. Next 5-Year School Development Plan (2023-2028): 12. Launch programs regarding National Security Education and involve P.5 to S.5 students and their class teachers in daily flag-raising exercises, while organizing mainland study tours and attracting students from the mainland. 13. Enhance support for current students by alumni through tutorials, assistance in school activities, job shadowing, and other activities, while continuing to attract and retain top talent and offering innovative curricula in an increasingly competitive educational landscape. These follow-up actions will be incorporated into the next 5-year school development plan or the annual plans of the school, KLAs, or committees as appropriate. This approach ensures continuous improvement and development of the school and its students while providing flexibility to address the identified concerns and targets within the most suitable planning frameworks, taking into account the post-pandemic context and potential future disruptions.

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.

Based on reflections on the seven learning goals and findings from the External School Review (ESR) conducted by the EDB in 2021, we have conducted a comprehensive school self-evaluation to assess how effectively our school fosters whole-person development and lifelong learning for our students.

- Significant progress in achieving the seven learning goals has been demonstrated by our students, as evidenced by our ESR report. They exhibit a strong sense of global citizenship, proficiency in multiple languages, and appreciation for various cultures. Furthermore, students actively participate in academic and co-curricular activities, developing lifelong learning capabilities through educational initiatives such as reading programs, information literacy, and STEM education.
- In line with the EDB's educational goals, our school has successfully integrated national security education (NSE) and national education into the curriculum, fostering a sense of belonging, pride, and responsibility towards the country. As part of our values education, we will introduce our updated NSE curriculum framework to be implemented starting from the 2023-2024 academic year. The foundation of this framework is the Life Value Education (LVE) curriculum, seamlessly integrating moral, civic, and national education elements across the entire school. We have adopted a multi-disciplinary approach, which includes General Studies for primary students, Citizenship, Economics and Society for junior secondary students, Citizenship and Social Development for senior secondary students, Chinese Language for all levels, and Chinese History for junior secondary education. Adopting a global educational perspective, we will extend beyond Hong Kong to incorporate insights from other countries that have successfully integrated NSE into their systems. This approach allows us to promote NSE as a formal curriculum while enabling other KLAs to naturally integrate NSE concepts and learning elements in their respective subjects. In addition to the formal curriculum, we have spearheaded the promotion of NSE through a hidden curriculum that includes whole-school extended learning activities. We have incorporated cross-curricular project learning in P1-P6 and S1-S3, integrated into the formal curriculum through multi-KLAs for secondary students and through cross-curricular learning activities during post-assessment periods and summer holidays for primary students. Our school-based NSE curriculum framework aligns with EDB's guidelines, focusing on learning elements of national security education, learning content embedded in different Key Learning Areas/subjects, moral, civic and national education, and learning progression at different key stages of primary and secondary schools.
- Our school's performance in enriching students' learning experiences has been recognized by the EDB. We offer a diversified curriculum, providing a wide range of learning experiences to optimize students' potential. Global citizenship is nurtured through school-based curriculum and extracurricular activities, such as overseas study tours and cultural exchange programs. We also promote student autonomy and goal setting to encourage active participation in their learning journey.

- Catering to learner diversity, we have adopted measures such as splitting classes into smaller groups, providing enrichment and enhancement programs, and offering support for non-Chinese speaking (NCS) students. We prioritize value education and allocate our 15 school-based core values across different key stages, nurturing students' positive values and attitudes through various channels.
- Since the last ESR visit in 2015, we have made discernible improvements, addressing the rapidly changing educational environment. As a "learning school," we promote a reflective culture among teachers and students, utilizing tools such as the school-based Core Value Hexagon model to monitor and evaluate our progress.
- We are committed to enhancing collaboration among departments and committees, revamping the Senior Primary General Studies and Junior Secondary Personal, Social, and Humanities curriculum, and further reviewing STEM activities to strengthen cross-curricular collaboration.

In conclusion, our comprehensive school self-evaluation demonstrates that our students are progressing well in achieving the seven learning goals. Our school has been effective in enriching students' learning experiences for their whole-person development and lifelong learning, and we remain dedicated to continuous improvement and development in these areas. We will continue to refine our strategies and practices to ensure the ongoing success of our students in their educational journey.

4. School Development Plan (2023/2024– 2027/2028)

Major Concern 1: Nurturing Active Learners: Prioritizing Ownership, Reflection, and Adaptability

培育主動積極的學習者：重視自主、反思與適應力

Target	Strategies	Time Scale					KLA/ Committees
		23/24	24/25	25/26	26/27	27/28	
1. Empower Students to Take Ownership of their Learning	- Engage P.3 to S.6 students in setting personal goals that align with the concept of ownership, taking into account their aspirations and interests. - Offer learning opportunities that enable students to choose from a variety of learning targets or select their own topics and methods of learning, while encouraging them to take responsibility for their own learning process. - Provide mentorship and support for students, helping them set goals and identify areas for improvement. Encourage them to seek help when needed and provide resources for additional support.	*	*	*		*	All KLAs / PTA / LVE / SDC / ITDC / OLE / CDC / CLP / Alumni Association CLP / Alumni Association / TIC of Student Leaders / PTA/ LGPS
2. Foster Reflection and Self-Assessment	- Engage students to reflect on their progress and achievements in all KLAs with the use of appropriate tools to aid reflection. - Establish, refine and consolidate a reflection mechanism in all KLAs to foster reflective learners, and refine the teaching method of each KLA with reference to students' reflections on their learning, aiming to better cater to learning diversity.* - Encourage a growth mindset and a never-give-up attitude by celebrating effort and progress, not just the end result. Encourage students to persevere through challenges and embrace mistakes as opportunities for growth.	*	*	*		*	All KLAs All KLAs All KLAs / CDC
3. Promote Cross-KLA Learning and National Security Education	- Offer cross-KLA learning activities to students, broadening their horizons and promoting active learning. - Enhance the effectiveness of National Security Education through self-learning in Citizenship, Economics and Society, Citizenship and Social Development, and other relevant subjects.	*	*	*		*	PSHE, CSD, NSE Team

* Provide regular feedback on students' progress towards their goals, and encourage them to reflect on their learning and identify areas for improvement in different levels and subjects within each KLA for Stage 2 and Stage 3 students (At least 1 level per KLA).

Implementing a reflection mechanism in all KLAs means incorporating regular opportunities for students to review and analyse their own learning experiences, identify areas of strength and weakness, and set goals for future learning. This reflection mechanism can take various forms, such as self-assessment checklists, learning journals, or group discussions. The goal is to help students become more self-aware and develop the metacognitive skills needed to take ownership of their learning.

Refining the teaching method of each KLA with reference to students' reflections on their learning means using the insights gained from the reflection mechanism to make adjustments to the curriculum, instructional strategies, and assessment practices. For example, if students consistently report struggling with a particular concept or skill, the curriculum can be modified to provide more targeted instruction or additional practice opportunities. Alternatively, if students express a particular interest or aptitude in a certain area, the curriculum can be adjusted to provide more opportunities for exploration and development in that area. The aim of these efforts is to better cater to the diverse learning needs and preferences of students, creating a more personalized and engaging learning experience.

Major Concern 1: Nurturing Active Learners: Prioritizing Ownership, Reflection, and Adaptability

培育主動積極的學習者：重視自主、反思與適應力

Target	Strategies	Time Scale					KLA/ Committees
		23/24	24/25	25/26	26/27	27/28	
4. Enhancing Students' Adaptability to the Ever-Changing World	Presentation Skills Development and Project-Based Learning: ● Provide presentation skills and related pedagogical training for teachers to equip students with effective presentation skills. ● Provide opportunities for students to develop their presentation skills. Encourage them to be confident and effective communicators. (Incorporate these strategies into lesson plans.) ● Use project-based learning as a teaching approach to enhance problem-solving and teamwork skills.	*					KLA Heads / SDO KLAs / OLE All KLAs / CDC
	Digital Citizenship and Media Literacy: ● Motivate students to actively engage in practicing digital citizenship in their learning. * ● Develop and pilot a media and information literacy programme for Stage 2 and Stage 3 students. Teaching students how to navigate digital platforms responsibly and safely, as well as promoting ethical behaviours online. ● Involve student bodies in promoting practices in digital citizenship when organizing activities.	*	*		*	*	ITE/ MCNE / LVE / NSE ITE/ MCNE / LVE / NSE TIC of Student Bodies
	STEAM Education: ● Conduct a review and strengthen the incorporation of STEAM elements, with a focus on problem-based learning, across different KLAs. ● Encourage student involvement in STEAM-related model development and project delivery, empowering them to become makers. ● Implement the revised, STEAM-enhanced curriculum in some KLAs. ● Expose students to STEAM-related career opportunities and life planning experiences.	*	*	*	*	*	STEAM / CDC / All KLAs STEAM STEAM / CDC / KLAs CLP /ITE/ STEAM

**Good digital citizens protect private information for themselves and others, respect themselves and others, stay safe online, stand up to cyberbullying when they see it happening, balance the time they spend online and using media, carefully manage their digital footprint, and respect copyright and intellectual property.*

Major Concern 2: Strengthening Positive Education

強化正向教育

Target	Strategies	Time Scale					KLA/ Committees
		23/24	24/25	25/26	26/27	27/28	
Foster student well-being through the integration of the 15-core-value system.	- Review school policies and strategies to emphasize the recognition and appreciation of students' efforts and good will. - Strengthen the Life Value Education curriculum to promote well-being and appreciation of life and people among students. - Launch Peace School and other pastoral programmes to cultivate positivity among students.	*	*				SDC LVE, Student Health Care Team SDC, LVE, MCNE
	- Incorporate elements of positive education into at least one level of all Key Learning Areas (KLAs). - Implement the revised curriculum with a focus on 15 core values across all KLAs to increase students' awareness of positive education. - Provide training for teachers on positive education and the concept of "positive peace." - Provide a parenting education on positive parenting.	*	*		*		All KLAs All KLAs, OLE Staff development SDC, Social Worker, PTA
Promote a stronger sense of belonging among students towards the school and society	Provide more student leadership opportunities on various occasions, such as school newsletters, hosting assemblies, ceremonies, Other Learning Experiences (OLE), and ad hoc activities	*	*	*	*	*	OLE, Assembly Team & student bodies
	Introduce more activities that promote greater student involvement, such as the peace school programme (Community Services, Sustainable Development Goals, United Nations International Days and Culture & Actions for Peace), school cleanliness campaign, cheering sessions during sports meets, and essay competitions on "Good Students and Good Deeds."	*	*	*			OLE, LVE, Healthcare Team SDC, S.A., Houses Community Services Team,
	Strengthen channels (Campus TV, TV, Assembly) for disseminating alumni achievements and social engagement to current students, parents, and teachers to increase collaboration and support from alumni.	*	*	*	*	*	Alumni Association, PTA, KLA Heads, Committees
	Enhance support for current students by alumni through tutorials, assistance in school activities, job shadowing, and other activities.	*	*				Alumni Association, KLAs, Committees
	Launch programmes regarding National Security Education.	*	*	*	*		NSE
	Involve P.5 to S.5 students and their class teachers in daily flag-raising exercises.	*	*	*	*	*	Flag Raising Team
	Attempt a world or local record with stakeholder's involvement.					*	Whole School

Remarks on Major Concern 1: Nurturing Active Learners: Prioritizing Ownership, Reflection, and Adaptability 培育主動積極的學習者：重視自主、反思與適應力

Introduction:

As a DSS school providing a global education, it is our goal to nurture students to be all-rounders who are able to rise to the challenges of the 21st Century. One of the major concerns we have identified in our 2023-2028 SDP is to nurture students to be active learners. This involves developing students who take ownership of their learning, reflect on their progress, and adapt to the ever-changing world. Active learners are students who take an active role in their own learning process, exhibiting ownership, reflection, and adaptability. In this document, we outline the attributes of active learners we aim to cultivate in our students and the practices we will implement to achieve this goal.

Attributes of Active Learners:

To develop active learners, we have identified the following attributes to focus on:

1. **Ownership of learning:** Active learners exhibit ownership of their learning, setting short- and long-term goals and striving to achieve them. (Fullan, 2013) They are also reflective learners, consistently assessing their learning strategies, evaluating their effectiveness, and making necessary adjustments to achieve their goals. (Education Bureau, 2017) Our school aims to instill these attributes in our students, to foster their growth as lifelong learners.
2. **Reflection:** Active learners engage in regular reflection to evaluate their learning progress (Kolb, 1984; Schön, 1983). They consider the purpose of their learning, the strategies they have employed, the effectiveness of those strategies, and any necessary adjustments to enhance their learning experiences (Gibbs, 1988). This reflective process allows learners to better understand their strengths and weaknesses, promoting continuous growth and improvement in their learning journey.
3. **Adaptability:** Active learners are adaptable to the ever-changing world. They have strong presentation skills, are proficient in STEAM education, and practice digital citizenship (OECD, 2022).

Preparing Students for the 21st Century:

In addition to ownership, reflection, and adaptability, our school recognizes the importance of preparing students for the challenges of the 21st century. We aim to enhance their adaptability by providing STEAM education, improving presentation skills, and encouraging digital citizenship. (OECD, 2022) Through STEAM education, students can develop creativity, critical thinking, and problem-solving skills that are crucial for success in the modern world. (OECD, 2022) Digital citizenship, meanwhile, is critical in the digital age, as it enables students to understand multiple perspectives, communicate and collaborate effectively, and act empathetically and respectfully online. (Education Bureau, 2017)

Practices to Develop Active Learners:

In continuation of our school's commitment to fostering student-led learning, as highlighted in our previous school development plans, we will implement the following practices to further promote active learners:

1. **Encourage Student-Centered Learning:** Building on the success of our previous development plans centered on student-led learning, we will continue to promote student-centered learning, which shifts the focus from teacher-led instruction to students taking an active role in their educational journey (Weimer, 2002). In this approach, learners set goals, monitor their progress, and reflect on their performance, following the principles of self-regulated learning (Zimmerman, 1989). By adopting student-centered learning strategies, we empower students to become active learners, fostering their sense of ownership and self-efficacy (Fullan, 2014). This approach also resonates with the constructivist theories of Piaget (1950) and Vygotsky (1978), emphasizing the importance of individual exploration and social interactions in the learning process.

2. **Enhance Presentation Skills:** Presentation skills are essential for effective communication and self-expression. We will provide students with opportunities to refine their presentation abilities in diverse contexts, supported by constructive feedback (Fullan, 2014), thus encouraging ownership of their learning and continuous self-reflection.
3. **Provide STEAM Education:** STEAM education integrates science, technology, engineering, arts, and mathematics, promoting innovation, creativity, and problem-solving skills in students (Piaget, 1950). We will create a STEAM-rich environment that encourages learners to explore, experiment, and set personal goals for their development (OECD, 2022).
4. **Promote Digital Citizenship:** Digital citizenship involves the responsible use of technology to engage with others respectfully and ethically (Gee, 2007). We will support students in using digital tools to understand different perspectives, collaborate with peers, communicate empathetically, respect digital privacy and intellectual property, avoid sharing non-credible resources, and practice mindfulness regarding physical, emotional, and mental health while using digital tools. This approach aligns with Vygotsky's (1978) social constructivist theory, emphasizing the importance of social interactions in learning.

Formulating the Plan:

Our school formulated this plan through extensive consultation with different stakeholders such as student leaders, parents, teachers, and the school management committee. We held meetings to discuss the major concerns and goals of our SDP and conducted research on the latest educational practices and scholarly works from academic scholars. We consulted Hong Kong Education Bureau's Key Issues and Strategies on curriculum development to align our practices with the latest educational trends.

Conclusion:

In conclusion, nurturing active learners is a major priority for our school, as we aim to provide a global education that prepares students for the challenges of the 21st century. By prioritizing ownership, reflection, and adaptability, and providing opportunities for STEAM education and digital citizenship, we hope to instill the necessary attributes and skills in our students, so that they may thrive in the ever-changing world.

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Remarks on Major Concern 2: Strengthening Positive Education 強化正向教育

Introduction:

The global pandemic COVID-19 has greatly impacted students' learning, physical activities, personal development, and psychological well-being (Chen et al., 2021). As a response to these challenges, our school has established a student-led culture and a 15-core-value-system, which were recognized in our school's ESR Report 2021 (Education Bureau, 2021). In our School Development Plan (SDP) 2023-2028, we aim to strengthen positive education to promote students' well-being, appreciation of life and people, and sense of belonging. This document outlines our positive education practices and strategies, as well as our goals and student learning outcomes.

Addressing Students' Needs:

To ensure that our positive education initiatives meet the needs of our students, we conducted a review of available research and consulted with various stakeholders, including student leaders, teachers, parents, and the school management committee. We also referred to the Hong Kong Education Bureau's guidelines on value education (Education Bureau, 2021) and considered the needs of our society and students. In addition, we reviewed the results of the Student Wellness Survey conducted by the Hong Kong University's Centre for Suicide Research and Prevention in 2020, which highlighted the importance of addressing students' mental health and well-being during the pandemic (Chan et al., 2020).

Positive Education Practices and Strategies:

Our positive education practices and strategies include the following:

A) Promoting well-being and appreciation of life and people among students through:

1. **Refining school policies and practices** to align with positive education principles, such as promoting a positive school culture, fostering positive relationships between students and teachers, and creating a supportive learning environment (Leff et al., 2018).
2. **Classroom learning** in various subjects that integrate positive psychology principles and values (Seligman et al., 2009).
3. **Life value education curriculum** that promotes positive attitudes, ethical values, and character development (Waters, 2011).
4. **Personal growth and development activities and programs** that help students develop resilience, coping skills, and emotional intelligence (Durlak et al., 2011).

B) Enhancing students' sense of belonging and social connectedness through:

1. **Promoting a culture of inclusivity and respect**, where all students feel valued and supported (Goodenow et al., 2003).
2. **Providing opportunities for students to engage in community service and social activities**, both within and outside the school (Oesterle et al., 2004).
3. **Encouraging positive peer relationships** through peer mentoring programs and team-building activities (Huang and Invernizzi, 2020).
4. **Creating opportunities for students to connect with alumni, industry professionals, and other community members** to broaden their networks and career prospects (Goss et al., 2019).

Student Learning Outcomes:

Our positive education initiatives aim to promote the following student learning outcomes:

1. **Improved well-being and mental health**, including reduced stress, anxiety, and depression (Suldo et al., 2014).
2. **Enhanced social-emotional skills**, including empathy, self-awareness, and self-regulation (Durlak et al., 2011).
3. **Increased sense of meaning and purpose in life** (Steger et al., 2009).
4. **Improved academic performance and motivation** (Durlak et al., 2011).
5. **Strengthened sense of community and belongingness** (Goodenow et al., 2003).

Goals:

Our school's SDP 2023-2028 aims to achieve the following goals:

Goal 1: Strengthening Positive Education Curriculum

We will review and enhance our existing positive education curriculum by integrating the latest research and best practices. We will also collaborate with external experts and organizations to provide training and professional development opportunities for our teachers.

Goal 2: Developing a Comprehensive Wellness Program

We will develop a comprehensive wellness program that addresses the physical, social, emotional, and spiritual aspects of students' well-being. This program will include a range of activities and resources, such as mindfulness practices, counselling services, and health education.

Goal 3: Enhancing Student Engagement and Leadership

We will provide more opportunities for students to engage in leadership and community service activities, as well as to participate in decision-making processes that affect their learning and well-being. We will also develop a mentorship program that connects students with alumni and industry professionals.

Goal 4: Strengthening School-Home-Community Partnerships

We will strengthen our partnerships with parents, community organizations, and local businesses to create a supportive network that enhances students' learning and well-being. We will also collaborate with these partners to provide internship and career opportunities for our students.

Conclusion:

Our school is committed to promoting positive education and enhancing students' well-being, appreciation of life and people, and sense of belonging. Through our SDP 2023-2028, we will continue to develop and implement evidence-based positive education practices and strategies that meet the needs of our students and community. We believe that by working together, we can create a school culture that fosters positive growth and development for all our students.

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