



CCC KEI YUEN COLLEGE

SCHOOL DEVELOPMENT PLAN 2024/25 - 2026/27



*Excellence
with a
Soul.*



*Outstanding
with a
Heart*



CCC Kei Yuen College
School Development Plan
(2024/25-2026/27)

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CCC Kei Yuen College

School Vision, Motto, Mission, Core Values and Culture

School Vision

CCC Kei Yuen College is a Christian grammar school that was founded by the Hong Kong Council of the Church of Christ in China (HKCCCC) in 1982. Inheriting the spirit of “Serving & Preaching through Schooling” from HKCCCC and following God’s words, “Together we grow in Him”, we endeavour to provide students with quality whole-person education. We strive to establish a happy learning environment where students can have all-round development in moral, intellectual, physical, social, aesthetics and spiritual aspects. We recognise and pay special attention to students’ individuality and provide them with abundant opportunities to develop their individual potential so that they can grow into teenagers who treasure themselves, cherish others and love God.

School Motto

We will in all things grow up into him who is the Head, that is Christ.
(Ephesians 4:15)

School Mission



School Core Values

Excellence with a Soul
Outstanding with a Heart

School Culture

Love & Care

School Goals

1. Develop a happy learning and teaching environment

- 1.1 Improve the learning and teaching environment, provide a wide range of teaching facilities.
- 1.2 Create a campus full of care, mutual support, trust and team spirit.
- 1.3 Develop a good teacher-student relationship, enhance home-school cooperation.
- 1.4 Reinforce the communication among different levels in the school, promote the involvement of teachers, parents and alumni in school affairs, enhance the quality of the education provided.

2. Provide quality holistic education which addresses the moral, intellectual, physical, social, aesthetic and spiritual needs of students

2.1 Moral

- 2.1.1 Help students develop positive attitudes towards life and equip them with proper moral values.
- 2.1.2 Educate students to be self-aware about the proper value standard, develop their ability to distinguish right from wrong and help them learn to be well-disciplined and polite.
- 2.1.3 Enhance students' sense of belonging and responsibility towards their family, school and nation.

2.2 Intellectual

- 2.2.1 Arouse students' interest in learning and cultivate in them a self-directed learning attitude so that they can develop their life-long learning skills.
- 2.2.2 Help students develop independent thinking, critical thinking, reasoning and analytical skills.
- 2.2.3 Boost students' creativity.
- 2.2.4 Help students develop a solid language foundation so that they can master and employ spoken and written Chinese and English skills effectively.
- 2.2.5 Enhance IT education so that students can possess the ability to manage information.

2.3 Physical

- 2.3.1 Arouse students' awareness of physical fitness and develop their interest in enjoying sporting activities.
- 2.3.2 Enhance physical training and help students attain physical fitness.
- 2.3.3 Help students develop an appreciation of sportsmanship and enhance their self-confidence through encouraging their active participation.

2.4 Social

- 2.4.1 Encourage students to participate in internal and external group activities.
- 2.4.2 Help students learn to get along well with and cooperate with other people, and establish a happy social life.

2.5 Aesthetic

- 2.5.1 Arouse students' interest in aesthetic learning and enhance their aesthetic perception.
- 2.5.2 Help students develop an appreciation towards the goodness of the world so that they can love and cherish life.

2.6 Spiritual

- 2.6.1 Help students develop an open-minded, objective and welcoming attitude towards religions.
- 2.6.2 Help students understand biblical truths.
- 2.6.3 Help students develop faith in God and lead a Christian life which glorifies God and serves mankind.

3. Pay special attention to students' individuality, and inspire individual potential.

- 3.1 Help students develop personal interests and healthy habits.
- 3.2 Offer support, care and assistance in the course of students' development.
- 3.3 Develop and stretch students' individual potential to the fullest.

4. Appreciate life, be willing to improve, and lead a Christian life.

- 4.1 Help students learn to appreciate and respect others so that they can grow and improve together.
- 4.2 Educate students to follow Jesus Christ, and to pursue a beautiful and harmonious life.

1. Holistic Review of School Performance

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

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
Major Concern 1: To strive for Academic Excellence			
1.1 To foster proactive and self-motivated learners	Partly achieved	<p><u>Keep</u></p> <ol style="list-style-type: none"> 1. The teaching strategies and the four sessions of Self-regulated Learning (SRL): <ol style="list-style-type: none"> (1) Self-learning (2) Guided learning (3) Co-learning (4) Mutual learning will be displayed in the scheme of work and the general lesson plan. 2. Lesson observation and post-lesson discussion aimed at improving the use of the SRL Lesson Plan Framework. <p><u>Improvement</u></p> <ol style="list-style-type: none"> 1. Self-regulated learning period will be further enhanced. 2. Alignment of the pre-lesson task and classroom teaching will be further strengthened. 3. Incorporation of reading strategies in subject assessments, ERaC and CRaC periods will be further enhanced. 4. The S.1-S.2 ERaC SRL Reading Lab Programme will be further enhanced, and new learning materials will be introduced. 5. S.1 – S.2 Learning Celebration of Literature Out Loud programme will be further enhanced as the new STREAM subject is introduced. 	<p><u>Start</u></p> <ol style="list-style-type: none"> 1. Help students become better thinkers (Thinking Routines). 2. Improve group dynamics. 3. S.1 – S.2 Literature Out Loud programme will be further enhanced and converted into the new school-based STREAM subject – Literature Maker. 4. SRL workshops and training sessions will be introduced to parents.

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
1.2 To unleash students' academic potential	Fully achieved	<p><u>Incorporated as routine work</u></p> <ol style="list-style-type: none"> 1. Utilize the eMarkers' Report and Student Data Analysis System (SDAS) to effectively monitor students' learning progress. 2. Implement the DSE Core and Elective Subjects Enhancement Programme to enhance students' proficiency in their chosen subjects. 3. Utilize the DSE School Statistical Report and Pre-S.1 Attainment Test results to predict students' DSE grades, providing guidance for learning and teaching. 4. Facilitate subject-based discussions to explore examination-directed strategies and share best practices. 5. Offer comprehensive online self-learning resources and a question bank to support students' extended learning. 	
1.3 To cater for the diversity of students with various talents and learning needs	Partly achieved	<p><u>Incorporated as routine work</u></p> <ol style="list-style-type: none"> 1. The promotion of the KYCloud platform is encouraged. 2. Subject excellence awards and subject improvement awards are offered. <p><u>Keep</u></p> <ol style="list-style-type: none"> 1. The content of Global Week programmes such as Global Dialogue, Global Village, Bollywood Dance, and Global Picnic will be updated. 2. Collaboration with HKU Teaching and Learning Innovation Centre (TALIC) regarding MOOCs for All Scheme (S.3 and S.4) and MOOC Conference. 3. Collaboration with Intercultural Education Hong Kong for the Virtual Exchange Programme with a European school for S.3. 4. Junior form curriculum reform (school- based STREAM curriculum, Citizenship, Economics, and Society S.1-3). <p><u>Improvement</u></p> <ol style="list-style-type: none"> 1. The arrangement of English Action Day and English-Speaking Day can be refined, and activities arranged by NETs outside classroom can be further promoted. 	<p><u>Start</u></p> <ol style="list-style-type: none"> 1. Cross-curricular learning can be strengthened with the newly-introduced STREAM subject – Literature Maker.

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
Major Concern 2: To embrace whole-person development			
2.1 To nurture positive values and attitudes in students	Fully achieved	<p><u>Incorporated as routine work</u></p> <ol style="list-style-type: none"> 1. The theme of house dance and post-exam activities is centered around the Growth Mindset to promote a positive mindset among students. 2. The cultivation of students' spirit of service includes recognizing and awarding students who actively participate in community service, as well as organizing school and community service opportunities for ECA service groups. <p><u>Keep</u></p> <ol style="list-style-type: none"> 1. Activities are organized by committees and subjects to enhance Keiyuenese virtues. 2. The Growth Mindset curriculum in Life Education fosters students' positive attitudes, and students actively practice the Growth Mindset in their school life. 3. Students' spirit of service is cultivated through the organization of social services during Life Education and Service Learning Day. <p><u>Improvement</u></p> <ol style="list-style-type: none"> 1. Further efforts should be made to enhance the development of Keiyuenese virtues in students. 2. The cultivation of a Growth Mindset should extend beyond junior forms and be encouraged as a lifelong habit for students, including in senior forms. 3. The self-reflection aspect of service learning can be further enhanced to deepen students' understanding and learning from their service experiences. 	<p><u>Start</u></p> <ol style="list-style-type: none"> 1. To further enhance these virtues in students, the commitment to upholding Keiyuenese virtues should be strengthened. 2. The integration of social emotional learning and GRIT into the Growth Mindset curriculum in Life Education can enrich students' understanding and application of these concepts. 3. The development of service learning can be further enhanced through the implementation of a student-led approach, empowering students to take a more active role in shaping their service experiences.

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
2.2 To support and assist students to achieve a sense of accomplishment	Partly achieved	<p><u>Incorporated as routine work</u></p> <ol style="list-style-type: none"> 1. Students are actively encouraged to participate in internal academic, aesthetic, and sports competitions. 2. The development of students' self-confidence and leadership skills is aligned with the principles of the Eight Habits of Highly Effective Teens. <p><u>Keep</u></p> <ol style="list-style-type: none"> 1. Lesson plans on the Eight Habits of Highly Effective Teens are designed specifically for S.1 Life Education. 2. Education tours are organized with the aim of broadening students' horizons and expanding their perspectives. <p><u>Improvement</u></p> <ol style="list-style-type: none"> 1. Efforts should be made to increase the participation of more students in external competitions. 2. Incorporating the Growth Mindset into leadership training can further enhance students' leadership skills and mindset. 3. It is important to further enhance students' reflection on education tours, enabling them to deepen their understanding and learning from these experiences. 	<p><u>Start</u></p> <ol style="list-style-type: none"> 1. Incorporating student leaders' self-reflection on missions and responsibilities into leadership training. 2. Lesson plans on the Eight Habits of Highly Effective Teens should be designed for S.2-3 Life Education. 3. To integrate both the Growth Mindset and the Eight Habits of Highly Effective Teens into various forms of leadership training. 4. Emphasizing values education during education tours.

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
2.3 To develop students' career aspirations	Fully achieved	<p><u>Incorporated as routine work</u></p> <ol style="list-style-type: none"> 1. A comprehensive career education curriculum with specific themes to address the varying needs of students at different developmental stages is developed. 2. Collaboration with DSE subjects is established to organize career-related activities as part of a whole-school approach. 3. Students are motivated and encouraged to set goals for higher education and furthering their studies at the university level. 4. Alumni sharing sessions on the workplace are arranged to provide valuable insights and perspectives. 5. Workplace visits and internships for senior form students are organized through enrollment in the Business-School Partnership Programme. 6. The latest information on workplace values, attitudes, skills, and knowledge is introduced to students. <p><u>Keep</u></p> <ol style="list-style-type: none"> 1. Better use of i-Portfolios to facilitate self-reflection and individual counselling. 	<p><u>Start</u></p> <ol style="list-style-type: none"> 1. Elements of careers and life planning across all subjects are made prominent to students. 2. The use of i-Portfolios is optimized to facilitate self-reflection and individual counseling, allowing students to document and showcase their achievements under the categories of "Moral and Civic Education," "Aesthetic Development," "Physical Development," "Community Service," and "Career-related Experiences."
Major Concern 3 : To establish Professional Learning Community			
3.1 To devise a sustainable plan on professional development	Fully achieved	<p><u>Incorporated as routine work</u></p> <ol style="list-style-type: none"> 1. Systematic professional development programmes aligned with the school's major concerns are arranged and organized. 2. The KYCloud platform is utilized to optimize the resource management system for teaching and learning as well as student development. 	

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
3.2 To promote professional sharing and interflow within school	Fully Achieved	<u>Keep</u> <ol style="list-style-type: none"> Open-classroom culture focusing on Self-regulated Learning (SRL) and students' learning can be further strengthened. Cross-curricular collaboration in the Global Week programmes can be further promoted. <u>Improvement</u> <ol style="list-style-type: none"> S.1-S.3 SRL lesson studies can be further promoted with elements such as Artificial intelligence (AI), national security education and values education. 	<u>Start</u> <ol style="list-style-type: none"> SRL lesson studies can be introduced in senior forms and various KLAs.
3.3 To invite experts and organizations to conduct professional development programmes in line with the school development	Fully Achieved	<u>Keep</u> <ol style="list-style-type: none"> Collaboration with Dr Stanley Ho from the Chinese University of Hong Kong (CUHK) regarding SRL development. <u>Improvement</u> <ol style="list-style-type: none"> Collaboration with Wiseman Hong Kong on the Pre-text teaching pedagogy can be further strengthened. Collaboration with HKU TALIC can be further promoted regarding the professional development of AI and e-learning. 	<u>Start</u> <ol style="list-style-type: none"> Experts and educators with exemplary experience in values education and questioning skills will be invited to conduct workshops for our teachers.
Major Concern 4 : To celebrate 40th Anniversary			
4.1 To promote the school through various anniversary celebrations and activities	Fully Achieved	<u>Incorporated as routine work</u> <ol style="list-style-type: none"> Creative Fun Day and Colouring competitions for primary schools and Mathematics intra-school competitions will be held every year. Encourage students to express their creativity and provide opportunities for them to showcase their artistic talents through exhibitions and performances. 	

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
4.2 To achieve the fund-raising goals	Fully Achieved	<u>Incorporated as routine work</u> 1. Promotion to use modern technology tools and resources to support teaching and learning once we have received special donations.	
4.3 To connect alumni of all years	Fully Achieved	<u>Incorporated as routine work</u> 1. Invite more alumni to be the coordinators for the remaining years. 2. A "form" association will be established in order to develop alumni connections.	

b. Reviews and reflections against the seven learning goals

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

Student Participation and Engagement

The Focus Inspection of Technology Education was conducted in November 2023. According to the report, our students displayed a genuine interest in learning. They exhibited attentiveness, good behavior, and the ability to follow teachers' instructions during practical tasks. Furthermore, they actively sought assistance from both teachers and peers when faced with learning difficulties. The "My views on student learning" section of the EDB Stakeholder Student Questionnaire indicated positive feedback, with an average score of 3.27 for the 2021/22 academic year and 3.52 for the 2022/23 academic year. Of note, the question "I am confident in learning" showed the greatest improvement, with scores increasing from 2.93 to 3.30. This demonstrates that most students possess a positive learning attitude and confidence.

National Identity, Global Awareness and Cross-curricular Learning

Both senior and junior students exhibit a global perspective, demonstrating concern for global issues and embracing diverse cultures and races. The Q-values for National Identity, specifically in terms of Responsibility and Obligations, Pride and Love, National Flag and Anthem, and Achievements, were 116, which is one standard deviation above the norm. This signifies a strong sense of national identity and global awareness among our students. The school actively fosters a diverse learning environment and provides substantial support to students, nurturing their interests, global vision, and life skills. For instance, the Cross-curriculum Learning Committee collaborates with Intercultural Education (ICE) in the Online Virtual Exchange Programme. Additionally, a series of programmes, such as Literature Out Loud, SRL ERaC Reading Lab, and Global Week, aim to offer students international learning experiences based on their interests, while fostering generic skills and attitudes to cultivate them as global citizens.

Academic Achievement

The percentage of students meeting the entrance requirements for local bachelor's degree programmes has shown a steady increase, rising from 60.3% in the 2021/22 academic year to 69.9% in the 2022/23 academic year. Furthermore, the percentage of students enrolled in local full-time bachelor's degree programmes increased from 55.8% in the 2021-22 academic year to 69.3% in the 2022-23 academic year, surpassing the average of all Hong Kong schools. Our students have consistently demonstrated proficiency in critical thinking, collaboration, communication, argumentation, and problem-solving skills. They have achieved consistently high performance in HKDSE core subjects.

Non-Academic Achievement

The Moral, Civic, and National Education Committee successfully enrolled KYL members in two competitions. The first competition was the STEM+E Competition 2023, and the second was the 3rd Hong Kong Youth Reading Month Scheme, where the student received the gold award. The Guidance Committee enrolled BBBS members in the Mental Health Competition, and they achieved six merit awards. Furthermore, the Careers Committee enrolled 5D Tang Lok Yan in the Yuen Long Outstanding Student Election, where she was elected as the Yuen Long Outstanding Student by the Yuen Long Youth Federation. This recognition was a testament to her remarkable achievements in academic studies and holistic development. Students also displayed a diverse range of interests and talents in the IT field. The IT Committee facilitated their participation in various competitions, including the Hong Kong Cyber Security New Generation Capture the Flag Challenge 2022, where they achieved the 3rd runner-up position. They also excelled in the RoboMaster Youth Tournament 2022, reaching the Winner status at the Group-Stage. In addition, in the Microsoft Office Specialist World Championship 2023 (HK station), students earned one gold award and one silver award. In the Aerosim Inter-school Aviation Tournament 2023, they secured the second runner-up position for Most Creative Glider, the first runner-up for Best Glider Launch Performance, the second runner-up for Best Overall Glider Challenge, and a Top 3 position for the Highest Individual Score Award. These accomplishments highlight students' talents in the fields of cybersecurity, robotics, aviation, and proficiency in Microsoft Office applications. Participating in these competitions not only allowed students to apply their knowledge and skills in practical settings but also provided valuable opportunities for learning, growth, and recognition.

In the 2022-23 academic year, subjects actively enrolled students to participate in external competitions, with an impressive participation rate of 86%. The Chinese Language, Putonghua, and the English Language subjects enrolled students in the Speech Festival. Remarkably, students achieved notable success in the Chinese Speech Festival, securing one championship, three first runner-up positions, and one second runner-up position. Additionally, one student attained the second runner-up position in the English Speech Festival. In the Putonghua category, our students displayed remarkable achievements, securing one championship and three second runner-up positions. Over the past three years (2021-2024), our Visual Arts students have actively participated in numerous visual arts competitions throughout Hong Kong. Their outstanding efforts have resulted in over 170 awards, including notable recognition such as the 2nd Runner Up in the Student of the Year - Visual Artist competition organized by the South China Morning Post and the Hong Kong Jockey Club (2021), two merits (2022), and The 5th Grantham Visual Award organized by the Hong Kong Society of Education in Art. Engaging in these external competitions not only instilled a sense of accomplishment among our students but also significantly broadened their horizons.

Affective Development and Attitude

Based on Stakeholders statistics for the academic year 2022/23, it is evident that the school has made significant strides in nurturing students' positive attitude, as reflected in the average score of 3.81, surpassing the previous year's score of 3.71. Additionally, according to APASO statistics for the same period, the majority of students demonstrated higher scores in exhibiting respect towards others compared to the Hong Kong school norm. Furthermore, the scores related to displaying concern for others within the school environment also exceeded the Hong Kong school norm. These findings indicate an improvement in students' virtues of love and respect.

Similarly, in the academic year 2021/22, based on APASO statistics, most students achieved scores in the area of social concern that were higher than

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the Hong Kong school norm. This demonstrates an enhancement in students' spirit of service. During the academic year 2022/23, the cultivation of students' spirit of service was further reinforced through the recognition of their involvement in community services. Notably, one of the students was honored with the prestigious "Community Service Award" for her remarkable dedication of 60 hours to community service. Despite the challenges posed by the COVID-19 pandemic, our students remained steadfast in their commitment to serving the community, providing care and support to the elderly and low-income families affected by the fifth wave of the pandemic.

Self-regulated Learning

Teachers have observed that students demonstrate active organization of their learning, indicating the development of self-regulated learning skills. This fosters their initiative, time management abilities, and capacity to gather information through self-study. To further promote self-regulated learning strategies, a 30-minute Self-regulated Learning (SRL) period was introduced to the timetable starting from the 2021-22 academic year. During this dedicated SRL period, the majority of students perform satisfactorily, completing pre-lesson tasks within a short timeframe. However, a small percentage of students have not completed these tasks, and the quality of work varies among students. Subject teachers have implemented various strategies to monitor and enhance the quality of pre-lesson tasks.

Besides, data from student stakeholder questionnaires also reveal positive trends. For the question "I am able to apply learning strategies, such as doing pre-lesson preparation, using concept maps, tool books, and online resources, etc.," the average scores are 3.39 in the 2021-22 academic year, 3.66 in the 2022-23 academic year, and 3.5 in the 2023-24 academic year. Similarly, for the question "I take the initiative to learn," the average scores are 3.26 in 21/22, 3.55 in 22/23, and 3.4 in 23/24. These results indicate that since the promotion of self-regulated learning, students have developed a positive perception of their ability to learn autonomously, as evidenced by the increasing average scores.

Data collected from the S2 self-regulated learning workshop in 23/24 highlight that 63.4% of students voluntarily take notes, and 50.4% indicate an increased use of concept mapping to organize their learning. Furthermore, regarding time allocation during the self-regulated learning period, 49.1% of students in the 22/23 academic year reported frequent organization of their learning, 24.4% reported frequent engagement in pre-lesson tasks, and 23.2% reported frequent reflection. These figures demonstrate an improvement compared to the previous academic year. Considering the teachers' observations and the data from student questionnaires, it can be concluded that students are increasingly aware of using learning strategies and making better use of self-regulated learning periods.

Reading across the Curriculum (RaC)

Our school adopts a comprehensive approach to foster a reading culture and enhance students' reading skills, thereby increasing their lifelong learning capacity. In the 2021-2022 academic year, ERaC (English Reading across the Curriculum) and CRaC (Chinese Reading across the Curriculum) periods were introduced from S.1 to S.5 as part of the major renewed emphases (MRE) in the senior secondary level. Various subjects have developed plans to nurture students' reading strategies and stimulate their interest in reading. The explicit teaching and reinforcement of reading skills and strategies occur across different subjects. Despite the challenges presented by the COVID-19 pandemic, each S.1-S.4 student has read an average of 5 books per year in

both the 21/22 and 22/23 academic years, meeting our targeted goal set at the beginning of each year. Data from student stakeholder questionnaires indicate that for the question "I often read materials such as leisure reading materials and newspapers outside class," the average scores were 3.04 in 21/22 and 3.33 in 22/23. Collaborative efforts across different learning domains enable students to broaden their reading horizons, stimulating curiosity and facilitating deeper insights into various subjects. Through reading, students can explore diverse cultures, knowledge, and perspectives, thereby enhancing their overall understanding of the world. This interdisciplinary collaboration also fosters critical thinking and problem-solving skills, enriching their overall learning experiences.

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

Learning and Teaching

Teaching strategies have been consistently adjusted and updated to cater to students' learning progress both inside and outside the classroom. Junior and senior students have provided feedback that the teaching methods are clear, and teachers are friendly, dedicated, and knowledgeable in their respective subject areas. Lessons are well-prepared with explicit objectives, and school-based worksheets are extensively utilized to reinforce student learning. Teaching strategies employ four key elements in adopting Self-regulated Learning (SRL): (1) Self-learning, (2) Guided learning, (3) Co-learning, and (4) Mutual learning. Pre-lesson preparation tasks, such as online reading and video viewing, are designed to enhance students' self-learning. However, it is suggested that additional pre-task guidance be provided. Furthermore, there is a need for more opportunities for students to apply their knowledge and skills, collaborate and share ideas, as well as showcase their learning outcomes during lessons. More explicit instruction on questioning skills to cater to learner diversity could further enhance student learning.

Curriculum Development

The school offers a comprehensive and balanced curriculum to facilitate students' holistic development. Teachers express a strong consensus that the school curriculum aligns with all seven learning goals, with over 92.4% of teachers agreeing or strongly agreeing on the following goals: Breadth of Knowledge, Language Proficiency, and Life Planning. The school curriculum is in line with educational development plans, and teachers generally agree that students are provided with diverse learning experiences both inside and outside the classroom. The number of elective subjects remains consistent at 11 throughout the years 2021-2023 and 13 in the 23/24 academic year, with an increasing trend of students opting for three elective subjects.

In the academic year 2023/24, the junior form curriculum will undergo refinement, particularly in the School-based STREAM curriculum (Literature Maker), Citizenship, Economics, and Society in S.1-S.3. The new SRL Literature Maker integrates emerging technologies into learning and teaching within STREAM education and Literature in English. It serves as a hub for exploring STREAM-related Massive Open Online Courses (MOOCs), Virtual Reality (VR), hands-on STREAM-related projects, and English reading activities. The SRL Literature Maker provides a platform for students to collaborate in studying, designing, and developing e-learning and STREAM resources.

To broaden students' knowledge base, establish connections between their learning experiences, and provide opportunities for integrating and applying

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knowledge and skills across different Key Learning Areas (KLAs) and subjects, a cross-subject reading programme (S.1-S.5) has been introduced. Subject teachers select reading materials in various formats, including print and non-print, with suitable entry points (e.g., themes, text types, language features, and vocabulary) to connect students' learning experiences in different KLAs. This programme also aids students in developing reading skills and strategies necessary for understanding and analyzing English texts written for general or academic purposes, including text structures, rhetorical functions, and vocabulary. Moreover, National Security Education content, including national achievements and development, as well as values education, has been integrated into the scheme of work for all subjects.

Certification in Information Literacy and Massive Open Online Courses (MOOCs)

The school actively supports students in participating in interschool competitions across various fields such as network security, generative AI, VR modeling, computer programming, and aviation. These competitions provide opportunities for students to enhance their knowledge and develop generic skills. As a Certiport Authorized Test Center (CATC), the school organizes professional IT courses and prepares students to sit for professional IT certification examinations. Over 50 professional IT certificates, including Microsoft Office Specialist (Word Associate, Excel Associate, PowerPoint Associate) and Azure AI fundamentals, have been awarded. This initiative not only hones students' information literacy and IT skills but also enlightens their career planning. To keep pace with rapid advancements in technology, particularly in artificial intelligence (AI), the school takes a proactive approach. It has established an AI InnoLab, collaborates with other educators through platforms like the Microsoft AI Pilot School Scheme and the Chinese University of Hong Kong (CUHK) AI for the Future project, and integrates AI modules into the curriculum. These efforts significantly enrich students' learning experiences, aligning new technology and prepare students for the future world of work.

The MOOCs for All scheme, launched in 2021, ensures equal access to high-quality education for students through Massive Open Online Courses (MOOCs), which were traditionally limited to top-ranked university campuses. Through collaboration with HKU Teaching and Learning Innovation Centre (TALIC) and Coursera, a leading MOOC platform, our students receive subsidies to complete four free courses with verified certificates offered by Coursera. This programme promotes equal opportunities for students from diverse socioeconomic backgrounds. They can choose from a wide range of courses offered by renowned universities worldwide, enabling them to pursue their personal interests and broaden their global horizons. From 2021 to 2024, 205 out of 366 students completed 256 MOOCs. At the end of each year, a MOOC Conference is held at HKU lecture theatres where students who have successfully completed MOOCs share their experiences, and verified certificates are presented during the ceremony. In August 2022 and July 2023, four students had the opportunity to share their experiences at the Rayson Huang Theatre at HKU, as well as during the morning assembly.

Learning Activities

The school presents students with diverse learning experiences, including Life Education, Other Learning Experiences Period, and a variety of after-school activities. These initiatives effectively broaden students' perspectives and foster their holistic development. Additionally, the school offers a myriad of activities for students to choose from, thereby cultivating a diverse and enriching learning environment. Every academic year, all students

must participate in at least one activity, training session or competition related to Sports, Arts or Culture, such as ball games, athletics, swimming, Sports Day competitions, art exhibitions, traditional crafts, singing, musical instruments, Chinese opera appreciation, dancing, drama, speech, debate or calligraphy.

Support for Student Development and Values Education

To enhance Keiyuenese virtues, various committees and subjects organized activities. In the academic year 2021-22, approximately 53% of subjects and committees conducted activities centered around at least one Keiyuenese virtue, namely perseverance and kindness. However, in the subsequent academic year 2022-23, this number significantly increased to 81%, with activities organized around Keiyuenese virtues such as love, gratitude, and respect. Notably, the Christian Fellowship and discipleship training programmes played a crucial role in fostering students' understanding of serving those in need and respecting their fellow schoolmates through engaging games and activities. Furthermore, the organization of the Classroom Cleanliness and Tidiness Competition aimed to instill an appreciation for maintaining a clean campus among students. This initiative also sought to cultivate respect for the janitors who diligently uphold the cleanliness of the classrooms. Prefect leadership training was provided to prefects, resulting in positive outcomes. In the academic years 2021-22, 2022-23, and 2023-24, all participants unanimously agreed that they possessed the attitude of respect, showcasing the effectiveness of the training programme. In addition, content concerning National Security Education, such as a national flag raising ceremony and delivering speeches under the national flag, has been incorporated into our daily routines.

Growth Mindset

The Growth Mindset curriculum played a significant role in fostering students' positive attitudes, and its implementation extended across various levels. In the academic year 2021-22, the Growth Mindset curriculum was introduced in S.1 and S.2 Life Education. Subsequently, in 2022-23, it was expanded to include S.3 Life Education. Further revisions were made in 2023-24 to cater to S.1-S.3 Life Education. Additionally, activities were organized to provide students with opportunities to practice the Growth Mindset principles in their school life. Notably, the theme of the house dance competition and post-exam activities revolved around the concept of Growth Mindset.

Eight Habits of Highly Effective Teens

The development of students' self-confidence and leadership skills aligned with the Eight Habits of Highly Effective Teens. In the academic year 2022-23, workshops focusing on three of the Eight Habits were conducted for S.1-3 students, while workshops covering five of the Eight Habits were organized for S.4-5 students by our dedicated teachers. Approximately 81% of student leaders received training on the Eight Habits of Highly Effective Teens, with all participants acknowledging the usefulness of the training programme. Moreover, tailored workshops with a practical approach were conducted for student leaders in S.4 and S.5, representing various organizations such as the Student Union, Houses, BBBS, and KYL. These workshops aimed to further enhance their leadership skills. As a result, 100% of participants agreed that they possessed five of the habits, while 80% acknowledged possessing the remaining habits. Notably, prefects' self-confidence was notably enhanced, as evidenced by their willingness and courage to express their opinions,

thoughts, and feelings within the prefect team and publicly.

Sense of Achievement

In the academic year 2021-22, approximately 50% of students actively participated in internal and external competitions related to academics, aesthetics, and sports. However, in the subsequent academic year 2022-23, this number increased to 62%, highlighting an encouraging trend. Notably, 50% of committees enrolled students in external competitions to further enhance their skills and competencies. The Moral, Civic, and National Education Committee specifically enrolled KYL members in two competitions, fostering their personal growth and development. External competitions were also actively encouraged by ECA clubs. In the academic year 2021-22, 11 teams participated in external competitions, including sports teams such as Athletics, Football, Boys and Girls Basketball, Badminton, Volleyball, Table Tennis, and Dodgeball. Other ECA clubs, such as the English Speech Team, English Debating Team, and Chinese Debating Team, also participated. Similarly, in 2022-23, 12 teams took part in external competitions, including the aforementioned sports teams and ECA clubs like the English Speech Team, Chinese Debating Team, English Debating Team, and Chinese Poem Society.

Study Tour

In the academic year 2022-23, an educational tour to the Mainland was organized to broaden students' horizons and deepen their understanding of national conditions. S5 students had the opportunity to visit Shenzhen, where they explored the Hakka culture and observed the advancements in high technology. This tour aimed to expose students to traditional culture and the recent technological developments in the Mainland, fostering a more comprehensive understanding of their neighboring region.

Career & Life Planning

A comprehensive approach is adopted to address students' career aspirations throughout the school. In preparation for the annual Career and Life Planning Day, career education with a specific theme is implemented during the Other Learning Experience (OLE) periods. Students are guided to set specific and achievable goals using school-based booklets. On Career and Life Planning Day, class teachers conduct individual counseling sessions, reviewing the personal goals previously set by students and guiding them to make necessary adjustments. After the individual consultations, students record their finalized goals in their i-Portfolios.

In addition to class teachers, the Careers Committee collaborates closely with panels of DSE subjects to organize career-related activities. Notably, the Careers Committee collaborated with 71% of DSE subjects to host a Professional Alumni Talk on February 4th, 2023. Esteemed alumni from various sectors, including architecture, business and management, education, engineering and technology, law, medical care, performing arts, and sports, were invited as guest speakers. They shared insights into the latest trends in their respective fields, job duties, and requirements. The alumni emphasized the vital role played by elective DSE subjects such as Visual Arts, Physics, Chemistry, Biology, Economics, Business and Accounting, Financial Studies,

and Information and Communication Technology in their careers. According to the post-event survey, the Professional Alumni Talk was highly regarded, receiving an average score of 3.84 out of 5. Students found the sharing sessions beneficial in enhancing their self-understanding and facilitating their career and life planning development.

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

School Management

The school's mission and vision are effectively reflected in its primary concerns, and it has established appropriate development priorities to promote comprehensive staff and curriculum development, achieving scores of over 4 (out of 5) in these areas. The school consistently collects evaluation data, with a particular focus on students' holistic development, scoring over 4 (out of 5) in this domain. The school administration has demonstrated sufficient transparency and efficiency, exhibiting prompt and thoughtful planning. It diligently evaluates the effectiveness of its strategies and measures in supporting student learning and development. To facilitate the school's Self-School Evaluation (SSE) work, both an Administrative Committee and a School Self-evaluation and Development unit have been established to coordinate these efforts. The school's commitment to continuous improvement has garnered strong support from parents, as evidenced by the stakeholder survey results. When asked about their satisfaction with having their child study in this school, the response scored an impressive 4.4 out of 5. A significant 45.2% of parents strongly agreed, while 47.5% expressed their agreement.

The panel head effectively oversees the subject panel through regular meetings, lesson observations, homework inspections, and thorough scrutiny of assessment papers. This process promotes effective communication among panel members and enables the review of students' performance in assessment tasks, thus facilitating the implementation of appropriate follow-up measures. The Academic Committee ensures the appropriateness and effectiveness of lesson arrangements, self-learning activities, and assessment tasks.

However, there is a need to enhance subject self-evaluation by adopting a more targeted approach to identify students' strengths and weaknesses. This will enable the development of specific follow-up measures and further enhance curriculum planning in certain Key Learning Areas. Additionally, the school should address concerns regarding the quality of facilities and equipment, as some are outdated and damaged, necessitating repair or replacement. In terms of teachers' perspectives on student learning, the score of 3.9 out of 5 indicates room for improvement. It ranks 10th in terms of agreement, suggesting that there is potential to further enhance students' initiative in learning and their confidence levels.

Professional Development

To foster an open-classroom culture that prioritizes teachers' strategies and students' learning, the promotion of peer lesson observation was implemented in the academic year 2022-23. Notably, 57% of teachers participating in S.3 self-regulated learning lesson studies opened their classrooms to fellow teachers. As an innovative approach, cross-curricular lesson observation was introduced, enabling teachers from different subjects to observe English School Development Plan (SDP)

and History lessons. This initiative aimed to facilitate professional sharing and interflow among teachers, promoting collaboration and the exchange of best practices.

In line with the goal of advancing cross-curricular learning, a sharing session titled "Strategies to Promote Cross-Curricular Learning through Global Classroom" was organized during the Global Week in 2022-23. This session aimed to provide a platform for teachers to share their experiences, develop effective strategies, and inspire one another in integrating cross-curricular learning. The session received positive feedback, with 90% of guest participants acknowledging its effectiveness in engaging them and enhancing their understanding of raising students' global awareness through interaction with guest speakers from around the world. Furthermore, the session boosted students' confidence in communicating with individuals from different countries while cultivating their appreciation for diverse cultures and literature. The event contributed to the enhancement of professional sharing and interflow among teachers.

To strengthen teachers' capacity in designing lessons based on the principles of self-regulated learning, three workshops were organized in the academic year 2022-23. These workshops focused on self-learning, co-learning, and mutual learning strategies. Additionally, two rounds of lesson studies on self-regulated learning were conducted for S.1-3 teachers, one in the First Term and another in the Second Term. A total of 25 teachers actively participated in these lesson studies, engaging in collaborative lesson planning, trial teaching, lesson observation, and pro-lesson observation discussions. In March 2024, the school organized an open class conducted by the Chinese Language department in the school hall. The focus of this session was to showcase the effective implementation of four key elements in Self-regulated Learning (SRL): (1) Self-learning, (2) Guided learning, (3) Co-learning, and (4) Mutual learning. All teachers actively participated in the lesson observation, and the feedback received was overwhelmingly positive. It was unanimously agreed by 100% of the teachers that the instructor successfully incorporated the four key elements of SRL strategies into her lesson design, which included comprehensive pre-lesson tasks and positive reinforcement throughout the session. These activities provided a platform for professional sharing and facilitated interflow among teachers, promoting the exchange of innovative ideas and fostering continuous improvement in teaching practices.

Professional Leadership

The school demonstrates strong professional leadership, with teachers expressing strong agreement with the principal's and vice-principal's leadership, both scoring 4.2 (out of 5). The school values and supports teachers' performance through an appraisal system that contributes to their professional growth. A comprehensive whole-school language policy with clear objectives has been developed, fostering a supportive environment for the personal and spiritual development of staff members.

Cross-curricular collaboration, led by the Cross-curriculum Learning Committee, has been actively promoted among multiple subject panels. The Cross-curriculum Learning Committee strives to facilitate students' engagement in self-regulated learning, cross-curricular learning, and STREAM through initiatives such as the HKUxCCCKYCxCoursera MOOCs for All programme, Global Week programmes, SRL Literature Maker, and Reading Across the Curriculum (RaC). Distributed leadership is effectively practiced across different levels.

Celebration of the 40th anniversary

As we commemorate the 40th anniversary of our esteemed institution, it is a momentous occasion that calls for profound reflection on the remarkable journey we have traversed. Casting our gaze back over the past four decades, this occasion presents a splendid opportunity to truly appreciate the growth, accomplishments, and profound impact our school has had on the lives of countless students, teachers, and the wider community.

Such an anniversary prompts us to acknowledge the unwavering dedication and tireless efforts of every individual who has played a pivotal role in shaping the resounding success of our school. From the visionary leaders who laid the very foundation to the impassioned educators who have nurtured generations of students, each person has indelibly contributed to forging a dynamic and vibrant learning environment. Equally deserving of recognition are the parents, alumni, and the broader community whose unwavering support and invaluable contributions have undeniably propelled our school to its present heights. Let us seize this moment to express our heartfelt gratitude to all those who have steadfastly championed and bolstered our school's endeavors throughout the years.

Looking forward, it is incumbent upon us to embrace the future with a resolute sense of purpose and adaptability. The world is undergoing rapid transformations, necessitating an evolution in education to meet the unique needs of the forthcoming generation. As we engage in profound reflection on this momentous 40th anniversary, let us envision a future that embraces innovation, technology, and inclusive practices. Our collective mission must be to equip our students with the essential skills and knowledge that will empower them to triumphantly navigate the challenges and seize the countless opportunities that lie ahead in our swiftly evolving world.

c. How Can My School Be Better

◆ What are my students' needs?

Academic Achievement

While some students demonstrate exceptional abilities across various subjects, others may find themselves concentrating primarily on subjects within their areas of strength. Enhancing synergy among students, such as grouping those with a focus on sciences into the same classes, and providing greater flexibility in subject selection, can better cater to their individual needs. There is also a need to enhance subject self-evaluation by adopting a more targeted approach to identify students' strengths and weaknesses. This will enable the development of specific follow-up measures and further enhance curriculum planning in certain Key Learning Areas. It is worth noting that the percentage of students achieving a grade of 4 remains at a modest 45-49%, and the percentage of students enrolled in local full-time bachelor's degree programmes stands at 60-69%. To sustain academic excellence, it is important to focus on specific goals. These include increasing the percentage of students achieving level 4 or above and aiming for 100% enrollment in local full-time bachelor's degree programmes. The implementation of the Core Subject Enhancement Scheme and Elective Subject Enhancement Scheme is expected to play a crucial role in achieving these objectives.

Catering to Student Diversity

To ensure we embrace the diversity of our students, we strive to address not only their varied learning needs but also their unique growth requirements. Our dedicated teachers are committed to creating inclusive opportunities for every student to thrive. We offer a wide range of life-wide learning (LWL) activities and Other Learning Experiences (OLE) that cater to different needs, interests, and aspirations. In addition, our teachers employ differentiated approaches in content, process, product, and environment to accommodate diverse learning styles. This includes flexible grouping, tiered assignments, anchor activities, and extended online learning materials. By implementing collaborative learning, we aim to engage students in the learning process and foster positive interdependence, individual accountability, and communication and collaboration skills. To further support our students, we provide enrichment classes, pull-out programmes, and after-school peer learning groups. These additional resources aim to enhance their learning experiences.

Student Engagement in Learning

Student engagement has shown improvement in the previous cycle; however, there is still room for further enhancement. Based on the Stakeholder Questionnaires, both teachers' perspectives on student learning and students' perspectives on their confidence levels ranked 10th in terms of agreement, although the values surpass the Hong Kong norm. This suggests that students would benefit from fostering greater initiative in their learning and enhancing their overall confidence. It is crucial to strengthen students' capacity in self-regulated learning strategies, which encompass self-learning, co-learning, and mutual learning. Additionally, providing students with increased opportunities to present their ideas during lessons and collaborate with their peers in group activities is of utmost importance. Regular utilization of group discussions can effectively nurture students' collective

capabilities. Stakeholders also emphasize the significance of students expanding their knowledge in reading, STEAM subjects, and developing global awareness. Given the era of artificial intelligence (AI), an emphasis on information literacy becomes crucial, and encouraging students to learn about AI is highly recommended. While there has been improvement in students' reading capacity, it is evident that they would benefit from engaging with more authentic materials beyond the confines of the classroom. Furthermore, opportunities for English speaking should be expanded. The arrangement of English Action Day and English-Speaking Day can be refined accordingly, and activities organized by native English teachers (NETs) outside the classroom should be further promoted to encourage increased participation from students across all grade levels.

Values Education and National Security Education

Values Education and National Security Education are vital components of holistic education, aiming to foster Keiyuenese Virtues, such as respect, perseverance, love of learning, gratitude, love, and kindness. The curriculum, subjects, and committees provide meaningful learning experiences to students that align with these values. Moreover, traditional moral values hold a significant place in Chinese culture, encompassing virtues like filial piety, honesty, humility, and more. To ensure the systematic and comprehensive planning and implementation of national security education, our subject panel heads have thoroughly examined the distribution of curriculum content across all levels, emphasizing the principle of "organic integration and natural connection" with key areas of national security. We strongly encourage our dedicated teachers to enroll in courses such as "Constitution," "Basic Law," and "National Security Law in Hong Kong," or engage in Knowledge Enrichment Online Courses. These initiatives aim to deepen their understanding of our country's history, culture, and latest developments. In line with the abilities of students at different levels, the school has developed relevant work plans. For instance, we actively promote the involvement of junior secondary students in territory-wide national education activities, including slogan, essay, poster design, and National Security Online Quiz competitions. Similarly, we arrange for senior secondary students to participate in mainland exchange programmes and experiential national education activities. To foster stronger ties and exchange between Kei Yuen and Mainland schools, we have established a partnership with Wuxi Tianyi Experimental School and Suzhou Chengxi Middle School for the 2023/24 academic year. Through this sister school collaboration, cultural interflow, mutual understanding, and communication among students will be further strengthened.

Healthy Lifestyle and Information Literacy

According to the APASO statistics, students achieved a score of 85 in both Physical Exercise and Information Technology (Less Time for Leisure). Many students express a lack of belief in leading a healthy lifestyle, which includes maintaining a balance between studying and resting, engaging in sufficient physical exercise, and knowing how to effectively manage stress. Parents believe that the school could play a more significant role in assisting their children in resolving issues related to physical and mental development, building friendships, and academic pursuits. It is crucial for both teachers and students, particularly senior form students, to enhance the quality of their sleep and address emotional challenges. Our students' amount of sleep falls significantly below that of students in other schools. Consequently, there is a pressing need for emotional support, particularly among senior form students (Q value: 85). This pattern highlights a tendency to spend leisure time with technology rather than engaging in physical exercise. Therefore, there is room for improvement in promoting more physical activities and effectively managing technology usage to foster a healthy lifestyle. Additionally, it is essential to strengthen information literacy skills to empower students in navigating and utilizing technology more proficiently and responsibly. By doing so, students can harness technology as a tool for learning and personal growth.

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

Professional Leadership

One notable strength of the school's professional leadership lies in the effective implementation of distributed leadership. Decision-making and management responsibilities have been successfully decentralized across various levels, including the IMC, Principal & Vice-Principals in the Core Group, and middle managers in the Administrative Committee. This approach ensures efficient school operations and facilitates the sharing of leadership among capable individuals.

Knowledge Management and Professional Dialogue

The school exhibits creditable knowledge management practices, fostering a culture of professional dialogue among teachers and staff. The introduction of the KYCloud platform has facilitated the dissemination of best practices, such as sharing SRL lesson plans, signature assignments, and students' achievements, through digital documentation of learning experiences. Moreover, staff meetings prioritize open discussion sections, encouraging all teachers to voice their opinions and enhancing the transparency of school policies. This commitment to continuous learning and the exchange of ideas significantly enhances teaching practices and promotes the sharing of best practices. By cultivating a collaborative environment, the school actively fosters ongoing professional development among its staff members.

Support from Parents, Alumni, and Stakeholders

The school greatly benefits from robust support from parents and alumni, whose active involvement and engagement significantly contribute to the school's ongoing improvement. As part of the exciting celebrations for our 40th anniversary, we successfully organized the 40th Anniversary Open Day and the Inauguration Ceremony of Alumni Day on 4th February 2023. The event was a resounding success, with over 1000 guests in attendance, including parents, teachers, and alumni. The exceptional quality of the event and its production left a lasting impression on all attendees. Furthermore, the school proactively seeks partnerships with esteemed teaching professionals, as well as universities, such as Dr. Ho Sai Man Stanley from CUHK and Dr. Leon Lei from HKU TALIC, to further enhance its development. By leveraging external resources and expertise, the school expands its capacity to provide exemplary education and enrich the learning experiences of its students.

Empowerment of Middle Managers

To ensure continuous improvement, it is crucial to empower middle managers, particularly in the realm of teaching and learning. The establishment of a SRL Development Task Force serves to expand the learning community and promote self-regulated learning. Middle managers within the task force receive mentorship from experts affiliated with universities, and they collaborate closely with frontline teachers in their respective Key Learning Areas (KLAs) to advance self-regulated learning strategies. Regular teacher workshops and professional sharing sessions are also arranged to provide up-to-

date insights on e-learning strategies, including AI, and social emotional learning, such as Growth Mindset. Moreover, middle managers are encouraged to invest time in analyzing Hong Kong's educational policies and school-based policies, such as National Security Education, Constitution, and Basic Law, with the aim of enhancing their work in these areas. By providing them with appropriate authority and resources, middle managers can actively drive positive change and foster innovation within the school.

Evaluation of Learning & Teaching and Student Development

To ensure continuous improvement, it is essential to evaluate the overall effectiveness of learning and teaching practices and the holistic development of students. To facilitate our school's Self-School Evaluation (SSE) work, we have established both an Administrative Committee and a School Self-evaluation and Development unit to coordinate these efforts. The SSE framework serves as a fundamental element in promoting continuous self-improvement through the implementation of a systematic Planning-Implementation-Evaluation (P-I-E) cycle. Regular assessments and feedback mechanisms should be implemented to identify areas for improvement and measure the impact of implemented strategies. This evaluation process enables data-informed decision-making and aligns the school's efforts with the evolving needs of our students.

Professional Development

The school must continue to prioritize teachers' professional training and provide opportunities for sharing expertise on curriculum adaptation and pedagogy that fosters active and engaged learning. This emphasis on ongoing professional development equips teachers with the necessary skills and knowledge to address the diverse needs of individual students. By continuously enhancing teaching practices, the school ensures the delivery of high-quality education tailored to the specific requirements of our students.

Curriculum Adaptation

Our school remains attentive to the latest trends and updated government policies to prepare for future external reviews. The recent update to our junior curriculum reflects the latest developments in values education, such as National Security Education, and the integration of cross-curricular STREAM learning. Starting from the academic year 2324, our junior form curriculum will introduce school-based STREAM curriculum (Literature Maker), Citizenship, Economics, and Society. Furthermore, innovative initiatives such as providing MOOCs to promote gifted education for all, introducing the SRL Lab to facilitate cross-curricular reading in junior forms, and promoting the Global Classroom with in-class Global Dialogues and virtual exchange programmes are crucial in enhancing our students' global awareness.

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

The school's development priorities will center on maintaining academic excellence through the ongoing advancement of self-regulated learning (SRL) and fostering a proactive learning community for both teachers and students. Additionally, we will strive to enhance the holistic development of our students by cultivating Keiyuenese Virtues, promoting a Growth Mindset, and incorporating positive education principles.

Sustaining Academic Excellence by Cultivating a Proactive Learning Community

Initially, the school endeavors to establish a vibrant learning community that sustains our academic excellence. Our focus on self-regulated learning (SRL), cross-curricular reading, information literacy, English proficiency, and student engagement directly contributes to the development of a dynamic learning community, where students are increasingly motivated, engaged, strategic in their learning approach, and possess heightened metacognitive abilities.

The integration of self-regulated learning (SRL) with student engagement in lessons is pivotal. This includes fostering self-learning during pre-lesson tasks, as well as promoting co-learning and mutual learning through group discussions and collaboration. These practices cultivate a sense of responsibility and independence in learning, which are essential for developing self-regulation. We will further enhance the self-regulated learning period and strengthen the alignment between pre-lesson tasks and classroom teaching. Additionally, SRL workshops and training sessions will be introduced to parents, enabling them to understand the rationale behind promoting self-regulated learning in our school. We will also prioritize equipping teachers with effective questioning skills to provide quality feedback to our students. S.1-S.3 SRL lesson studies can also be further promoted with elements such as Artificial intelligence (AI), national security education and values education.

Teachers must possess the necessary skills and knowledge to guide students in the aforementioned areas and create an environment conducive to self-regulated learning and cross-curricular learning. Open-classroom culture focusing on Self-regulated Learning (SRL) and students' learning can be further strengthened as cross-curricular collaboration in the Global Week programmes can be further promoted. SRL lesson studies supervised by Dr. Stanley Ho from CUHK, and the SRL core group members can also be introduced in senior forms and various KLAs. To further strengthen our teachers with the most updated pedagogy, experts and educators with exemplary experience in values education and questioning skills will be invited to conduct workshops for our teachers. Collaboration with Wiseman Hong Kong on the Pre-text teaching pedagogy and can be further strengthened. For example, we work closely with HKU TALIC regarding the professional development of AI and e-learning and we also collaborate with Wiseman Hong Kong on the Pre-text teaching pedagogy.

The cultivation of a reading habit and finding enjoyment in it is directly connected to reading across the curriculum. A strong reading habit enhances language skills, stimulates intellectual curiosity, and contributes to overall academic achievement. We will further enhance the incorporation of reading strategies in subject assessments, as well as in the ERaC and CRaC periods. Specifically, we will enhance the S.1-S.2 ERaC SRL Reading Lab Programme by introducing new learning materials. Furthermore, the S.1-S.2 Learning Celebration of Literature Out Loud programme will be enhanced as we introduce the new STREAM subject (Literature Maker). We also aim to foster critical thinking skills by

promoting Thinking Routines, as this pedagogy enhances group dynamics and make thinking visible.

To enhance students' English-speaking abilities and broaden their exposure to global cultures, we will optimize the arrangement of English Action Day and English-Speaking Day. The content of Global Week programmes, including Global Dialogue, Global Village, Bollywood Dance, and Global Picnic, will be refreshed. We will continue our collaboration with Intercultural Education Hong Kong for the Virtual Exchange Programme with a European school for S.3 students. Furthermore, we will further promote activities organized by native English teachers (NETs) outside the classroom. Lastly, we will invest in upgrading facilities to support STREAM, self-regulated learning, and cross-curricular learning. These enhanced facilities will provide a nurturing environment for these activities, promoting increased student engagement, motivation, and improved learning outcomes.

Enhancing the Whole-Person Development of Our Students

Promoting physical and mental wellness is crucial, as these aspects mutually influence one another. Building upon the development of Keiyuenese virtues in recent years, it is important to further enhance these virtues among our students. We must strengthen our commitment to upholding these virtues. According to the APASO results, addressing students' emotional needs is imperative. To accomplish this, we can integrate social emotional learning and GRIT into the Growth Mindset curriculum in Life Education. This integration will enrich students' understanding and application of these concepts, enabling them to recognize and effectively address their emotional needs. To further enhance the development of service learning, we should adopt a student-led approach, empowering students to play an active role in shaping their service experiences. Additionally, we can organize programmes that promote healthy lifestyles encompassing both physical and mental well-being. These initiatives collectively contribute to fostering positive attitudes among our students. Furthermore, it is also crucial to enhance information literacy skills, empowering students to navigate and utilize technology more proficiently and responsibly. By doing so, students can harness technology as a valuable tool for learning and personal growth.

In addition, we should focus on the advancement of students' career aspirations. It is essential to emphasize elements of career and life planning throughout all subjects. The utilization of i-Portfolios can be optimized to facilitate self-reflection and individual counseling, enabling students to document and showcase their achievements in categories such as "Moral and Civic Education," "Aesthetic Development," "Physical Development," "Community Service," and "Career-related Experiences."

To cultivate student leadership and a sense of achievement, we can incorporate self-reflection on missions and responsibilities into leadership training for student leaders. Lesson plans on the Eight Habits of Highly Effective Teens should be specifically designed for S.2-3 Life Education. The concepts of both the Growth Mindset and the Eight Habits of Highly Effective Teens should be integrated into various leadership training activities. Additionally, educational tours to mainland China and other countries can serve as opportunities to broaden students' horizons while implementing values education and national education.

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

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

1. To deepen and sustain Academic Excellence

- 1.1 To deepen the positive impact of proactive learning
- 1.2 To focus on learning and teaching effectiveness
- 1.3 To accommodate the diverse needs of students in learning
- 1.4 To develop talented students via curriculum initiative with global citizenship, innovation & technology, Entrepreneurship and culture sustainability

2. To uphold and enhance Whole Person Development

- 2.1 To uphold the development of students with Keiyuenese virtues, positive attitude, information literacy and career aspirations
- 2.2 To cultivate the leadership of students with effective habits and the sense of achievement
- 2.3 To develop a heart of loving and serving people of our society, Hong Kong and mainland China through values education
- 2.4 To foster a healthy lifestyle and maintain physical and mental wellness

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

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals ¹
		Year 1	Year 2	Year 3		
1. To deepen and sustain Academic Excellence	1.1 To deepen the positive impact of proactive learning	✓	✓	✓	<ul style="list-style-type: none"> To strengthen students' study habits and self-regulated learning strategies by incorporating four sessions of Self-regulated Learning (SRL) into regular lessons, conducting training workshops, and dedicating specific periods to self-regulated learning To enhance students' critical thinking skills and facilitate the process of making their thinking "visible" by introducing effective strategies for employing Thinking Routines To cultivate students' reading habits through the implementation of Reading Across the Curriculum (RaC) and cross-curricular learning practices 	Breadth of Knowledge Language of Proficiency Generic Skills Information Literacy

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals ¹
		Year 1	Year 2	Year 3		
	1.2 To focus on learning and teaching effectiveness	✓	✓	✓	<ul style="list-style-type: none"> To foster an open-classroom culture by promoting lesson studies focused on Self-Regulated Learning (SRL) and encouraging cross-curricular collaboration, incorporating elements such as Artificial Intelligence (AI), national security education, and values education To improve students' learning effectiveness through the implementation of examination enhancement schemes and the utilization of assessment analyzing tools 	Breadth of Knowledge Language of Proficiency Generic Skills
	1.3 To accommodate the diverse needs of students in learning	✓	✓	✓	<ul style="list-style-type: none"> To enrich the school curriculum by integrating diversity-focused initiatives and incorporating diversified assessment strategies To strengthen English learning by cultivating and fostering an immersive English environment 	Breadth of Knowledge Language of Proficiency Generic Skills

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals ^I
		Year 1	Year 2	Year 3		
	1.4 To develop talented students via curriculum initiative with global citizenship, innovation & technology, entrepreneurship and culture sustainability	✓	✓	✓	<ul style="list-style-type: none"> To provide resources that enhance cross-curricular learning and cultivate global awareness To strengthen cross-curricular learning with the newly-introduced STREAM subject – Literature Maker To implement social entrepreneurship programmes that empower students to develop business ideas aimed at addressing societal challenges To promote traditional Chinese values and local Hong Kong cultures through cross-curricular learning programmes and collaborations with experienced educators in values education 	National and Global identity Breadth of Knowledge Language of Proficiency Generic Skills Information Literacy

<p>2. To uphold and enhance Whole Person Development</p>	<p>2.1 To uphold the development of students with Keiyuenese virtues, positive attitude, information literacy and career aspirations</p>	✓	✓	✓	<ul style="list-style-type: none"> • To promote Keiyuenese virtues among students through formal and informal curriculum such as Life Education, morning assembly sharing, competitions and OLE. • To instill positive attitudes and encourage students to develop a Growth Mindset as a lifelong habit, the Growth Mindset curriculum in Life Education of junior forms will be refined and the cultivation of a Growth Mindset will extend to senior forms • To enhance students' understanding of information literacy principles by refining the CL curriculum and organizing relevant activities • To integrate elements of careers and life education across all subjects by fostering further collaboration with KLA • To facilitate students' self-reflection and individual counseling, enabling them to document and showcase their achievements in categories such as "Values Education," "Aesthetic Development," "Physical Development," "Community Service," and "Career-related Experiences" through the optimal use of i-Portfolio 	<p>Breadth of Knowledge Generic skills Information Literacy Life planning</p>
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Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals ^I
		Year 1	Year 2	Year 3		
	2.2 To cultivate the leadership of students with effective habits and the sense of achievement	✓	✓	✓	<ul style="list-style-type: none"> To strengthen the quality of leadership training by incorporating elements such as self-reflection on missions, responsibilities, and the Growth Mindset, the Eight Habits of Highly Effective Teens into the training programmes To enhance the leadership elements in the Life Education curriculum by designing the lesson plans to focus on the Eight Habits of Highly Effective Teens To encourage students to enrol in external academic, aesthetic, and sports competitions through various subjects and committees 	Breadth of Knowledge Generic skills Healthy lifestyle

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals ^I
		Year 1	Year 2	Year 3		
	2.3 To develop a heart of loving and serving people of our society, Hong Kong and mainland China through values education	✓	✓	✓	<ul style="list-style-type: none"> To foster students' sense of compassion and service towards others through social services To empower students to play an active role in shaping their service experiences, the self-reflection aspect will be enhanced and a student-led approach will be implemented in the service learning programmes To enhance students' national identity, traditional Chinese culture and experiential national education will be promoted through activities such as educational tours to the Mainland and collaborations with sister schools 	National and Global Identity Breadth of Knowledge Generic skills

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals ^I
		Year 1	Year 2	Year 3		
	2.4 To foster a healthy lifestyle and maintain physical and mental wellness	✓	✓	✓	<ul style="list-style-type: none"> To enhance students' physical wellness, health journals will be implemented, and activities such as health workshops, sports and health days, and morning runs will be organized To nurture students' emotional intelligence and resilience, social emotional learning and GRIT will be promoted To promote mental wellness, activities such as food sharing, cheering up game booths, and display boards will be organized 	Breadth of Knowledge Generic skills Healthy lifestyle