



# **Tsuen Wan Public Ho Chuen Yiu Memorial College**

## **School Development Plan 2025/2028**

## Holistic Review of School Performance

### a. Effectiveness of the School Development Plan in the cycle of 2022 - 2025

Major Concern and target	Extent of the target achieved, e.g.  Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g.  Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others
<b>Major Concern 1:</b> <b>To nurture HCYers to be self-directed and effective learners (自主學習 多元發展)</b>  <b>Target(s):</b> <b>1.1 To introduce note-taking skills</b> <b>1.2 To promote “Reading to Learn”</b> <b>1.3 To promote STEAM education</b>	<b>1.1 Fully Achieved</b>  <b>1.2 Partly Achieved</b>  <b>1.3 Fully achieved</b>	Morning Reading Session was assigned with English books for Tuesdays and Chinese books for Thursdays. Students’ reading progress was monitored through the Reading Portfolio. Regular morning reading sessions were expected to help students develop good reading habits. However, feedback from students and parents in the stakeholder survey showed negative changes in 2022-2024. Continuous efforts should be applied in the future. Efforts were made to provide students with an improved reading and learning environment. The school applied for a QEF Fund to renovate the school library to create a modern and inviting learning space that fosters a love for reading. The application was approved recently. The reading environment will be improved in the future.

<p><b>Major Concern 2:</b>  <b>To foster a positive and caring school environment conducive to the whole-person development of HCYers (建構關愛校園 成就全人發展)</b></p> <p><b>Target(s):</b>  <b>2.1 To raise the self-esteem of HCYers and strengthen their sense of belonging to the school</b>  <b>2.2 To cater for the diversified developmental needs of students and enhance the mental health of students, parents and teachers</b>  <b>2.3 To strengthen values education with specific emphasis</b>  <b>2.4 To broaden students' perspectives and heighten their awareness of the needs of others in the community and society, and to promote civic sense and understanding of the home country</b>  <b>2.5 To promote specific priority values and attitudes conducive to the whole-person development of students</b></p>	<p><b>2.1 Fully achieved</b></p> <p><b>2.2 Partly achieved</b></p> <p><b>2.3 Partly achieved</b></p> <p><b>2.4 Fully achieved</b></p> <p><b>2.5 Fully achieved</b></p>	<p>The school needs to further strengthen positive education to enhance students' resilience in the face of adversity and improve their strategies for managing negative emotions.</p> <p>Additionally, more effort should be dedicated to instilling and reinforcing the importance of morality and law-abidingness in students' daily lives.</p>
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**b. Based on the reflection against the seven learning goals<sup>II</sup>, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.**

The school demonstrates significant strengths in fostering whole-person development and lifelong learning, particularly in areas such as self-learning skills, STEAM education, national education, and positive school culture, aligned with the seven learning goals of secondary education.

**I. Learning and Teaching**

**1. Development of Note-Taking Habits**

Students have cultivated the habit of taking notes as part of their learning process. Regular note-taking has been observed across various subjects, indicating that students have internalised this practice as an integral component of their academic routine. Submissions of note-taking tasks have been satisfactory in all subjects, with noticeable improvements in tidiness, efficiency, and overall quality of work. Furthermore, feedback from teachers confirms that students are actively engaging in note-taking activities.

**2. Integration of Note-Taking in the Curriculum**

Elements of note-taking have been successfully integrated into the curricula of all junior form academic subjects. This integration ensures that students are exposed to effective note-taking strategies across different disciplines. Minutes from subject department meetings reflect the incorporation of these elements, and cross-curricular projects and activities also include note-taking tasks, demonstrating a cohesive approach to skill development.

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<sup>II</sup> The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

### 3. Digital Learning and Note-Taking

Students have developed the habit of taking notes and engaging in online learning regularly. The use of digital tools for note-taking and accessing learning resources has become commonplace among students. This regular use of digital note-taking tools and online learning platforms is evident in classroom observations and student work submissions. Teachers report that students are proficient in using technology to enhance their learning experiences.

### 4. Positive Feedback from Students in notetaking experiences

Students have provided positive feedback regarding their note-taking and learning experiences, as indicated by the APASO survey. The overall positive response highlights the effectiveness of the note-taking initiative in enriching students' learning experiences.

### 5. Implementation of Reading Tasks

All subject departments have successfully implemented reading tasks. Minutes from departmental meetings reflect this implementation, and teacher feedback confirms that these tasks have enhanced awareness of "Reading to Learn."

### 6. Organisation of Reading Activities

Various reading activities were organised in 2022-2023, including participation in the Jockey Club Joy of E-Reading Scheme and the Arts-in-School Partnership Scheme. In 2023-2024, two picture-book workshops, seven Language Across the Curriculum (LAC) activities, two LAC projects, and approximately ten cross-curricular book exhibitions were held, receiving positive feedback from both teachers and students.

### 7. Morning Reading Sessions

Morning reading sessions were designated for English books on Tuesdays and Chinese books on Thursdays. Students' reading progress was monitored through a Reading Portfolio. While regular morning reading sessions were intended to help students develop good reading habits, feedback from students and parents in the stakeholder survey indicated negative trends from 2022 to 2024. Continuous efforts will be necessary moving forward.

### 8. Reading Across the Curriculum Projects

In 2022-2023, reading-across-the-curriculum projects were conducted between English and Physical Education, as well as English and Life & Society. In 2023-2024, projects for Form 1 were conducted between English and Mathematics, and for Form 2 between English and Geography. These projects facilitated the integration of subject-specific vocabulary with English grammar, thereby strengthening students' language skills. Teacher assessments indicated satisfactory outcomes and effective application of subject-related terms.

### 9. Enhanced Reading and Learning Environment

Efforts have been made to improve the reading and learning environment for students. The school applied for a QEF Fund to renovate the library, aiming to create a modern and inviting space that fosters a love for reading. The recent approval of this application will lead to future enhancements of the reading environment.

### 10. Implementation of STEAM Education

STEAM lessons for Forms 1 and 2 were successfully launched. Classroom observations and assessments revealed that students were able to grasp and apply STEAM concepts effectively. The dedicated STEAM space provided an excellent learning environment that stimulated students' imagination and creativity. Positive feedback from both students and teachers indicated an increased interest and engagement in STEAM subjects.

#### 11. Cross-Curricular Collaboration

Cross-curricular learning activities have enabled students to integrate knowledge from multiple disciplines, fostering interactive learning and innovation. Regular meetings and workshops were organised to facilitate knowledge sharing, with student feedback and project outcomes indicating a high level of engagement and innovation.

#### 12. Participation in STEAM-Related Competitions

In 2022-2023, over 75% of junior students and 40% of senior students participated in territory-wide inter-school competitions. In 2023-2024, participation reached 100% in junior forms and 37.4% in senior forms, with students earning numerous awards. This impressive level of engagement in STEAM-related competitions demonstrates students' enthusiasm and capability in applying their learning beyond the classroom.

#### 13. STEAM Activities for Junior Students

Two STEAM Clubs were established, organising Lego coding workshops and Pearl Jewellery workshops. The creation of these clubs and workshops further enriched the learning experiences of students.

#### 14. Diverse Assessment Methods

A variety of assessment methods are employed, including both formative and summative assessments. Up to 15% of the assessment weighting is allocated to coursework, facilitating a comprehensive evaluation of student performance.

### 15. Performance Assessment

An assessment system for data analysis has been implemented, providing predictions of students' performance in the HKDSE for Forms 4 and 5. This ensures that students receive personalised reports to help them plan their pathways accordingly. Additionally, teachers receive reports detailing the percentage of students making improvements, enabling them to adjust their teaching strategies effectively. Regular review meetings are conducted among the Principal, Vice Principal (Academic Affairs), and panel heads to discuss curriculum performance and areas for improvement. Continuous improvement is ensured through regular exercise book inspections, lesson observations, departmental lesson observations, and peer lesson observations.

### 16. Instructional Strategies

Teachers employ a variety of instructional strategies to cater to different learning styles and needs. Their effective communication skills promote student learning, creating an engaging classroom environment that encourages participation and interaction. Opportunities for students to participate in morning assembly sharing, share experiences, and engage in class discussions further enhance learning effectiveness. Teachers possess strong subject knowledge and demonstrate a positive teaching attitude, setting appropriate expectations that challenge students to reach their full potential. They provide timely and relevant feedback, helping students identify areas for improvement and following up on their learning progress while offering additional resources and support for extended learning.

### 17. Student Performance

Students generally perform well in internal assessments, demonstrating a solid grasp of the curriculum. Assessment results indicate that students understand key concepts and skills and can apply them effectively in various contexts. The percentage of students attaining Level 5 or above in all subjects experienced a temporary dip between 2022 and 2023. However, 2024 marked a resilient rebound to 25.5%. The school's value-added outcomes further highlight this upward trajectory. After strong results in 2022 and tough times in 2023, 2024 has brought big improvements and a clear return to positive growth. Students generally perform well in internal assessments, demonstrating a solid grasp of the curriculum. Our students excel



in other academic-related areas, such as inter-school competitions, science fairs, and academic clubs, receiving numerous awards and recognition. They also actively participate in a wide range of extracurricular activities, including sports, music, arts, and community service, showcasing impressive achievements. These activities contribute to the holistic development of students, fostering teamwork, leadership, and essential life skills. In junior forms, 100% of our students engage in inter-school competitions relevant to national education, STEAM education, and biliterate and trilingual communication. Additionally, 58.1% of our students participate in activities related to aesthetics and physical activities, highlighting their diverse interests and talents. In senior forms, 100% of students maintain active involvement in inter-school competitions related to national education and biliterate and trilingual communication. Moreover, 42% of our senior students engage in activities related to aesthetics and physical activities, while 37.4% participate in STEAM education. This level of involvement underscores our commitment to providing a holistic education, nurturing not only academic excellence but also personal growth and diverse skills development.

## **II. Student Development and Support**

### **1. Summary of Physical Fitness Performance**

The following summarises the performance in physical fitness for different grades achieving a bronze level or above:

S1: Male: 35.3%, Female: 86.6%

S2: Male: 41.1%, Female: 86.0%

S3: Male: 58.5%, Female: 96.5%

S4: Male: 61.8%, Female: 68.5%

S5: Male: 52.5%, Female: 68.5%

S6: Male: 51.8%, Female: 71.9%

This data indicates a general trend of improvement in physical fitness performance as students' progress through the grades, particularly among male students. Female students also demonstrate strong performance, especially in the lower grades.

### **2. Identifying Diverse Student Needs**

The school employs various methods to identify the diverse needs of its students. Class teachers gather background information at the beginning of each term to better understand the unique circumstances and requirements of each student. Individual Student Profiles have been created for all junior form students to document their needs and personal growth. Additionally, the school regularly collects feedback from student leaders during meetings, while APASO and Stakeholders' Surveys are utilised to assess students' varied needs for support in their development.

Thorough assessments are conducted to identify specific student needs, ensuring that services are tailored to address diverse challenges, including emotional and social support. A variety of support programmes are available, including counselling groups and self-enhancement behaviour initiatives, offering students multiple avenues for assistance. Diverse learning experiences are arranged to cater to students' personal development needs, fostering self-management skills and helping them set personal learning goals through the following methods:

- Each junior form student is encouraged to create a personalised learning plan that outlines their strengths, areas for improvement, and specific goals. This individualised approach empowers students to take ownership of their learning journey.
- Workshops focusing on goal-setting techniques are conducted during Life Education periods to assist students in identifying and articulating their aspirations while developing actionable steps to achieve them.
- The Big-Sister-Big-Brother Programme allows older peers to act as mentors, providing guidance and support to junior form students as they reflect on their progress, adjust their goals, and develop self-management skills.

### 3. Extracurricular Opportunities

A wide range of extracurricular options, including clubs, sports, community service, OLE experiences, and study trips, enables students to explore their interests and develop skills outside the classroom. These activities promote self-discipline, teamwork, and leadership, contributing to personal growth. The school formulates strategies to address students' social needs and foster positive values, attitudes, and interpersonal relationships through the following approaches:

- The integration of social-emotional learning into the Life Education curriculum teaches students skills such as empathy, self-awareness, and emotional regulation, helping them understand their own emotions and those of others.
- Participation in community service initiatives allows students to engage with their communities and appreciate the importance of social responsibility, thereby promoting teamwork, empathy, and a sense of belonging.
- The school emphasises character education by promoting specific values such as unity, integrity, filial piety, benevolence, and law-abidingness.

Various activities centred around these values help students internalise positive attitudes and behaviours.

- Peer mediation programmes provide training in conflict resolution and effective communication skills, equipping students with tools to handle disagreements constructively, fostering healthier relationships and a harmonious school environment.
- A rich array of clubs and teams encourages collaboration among students with diverse interests, helping them develop social skills, build friendships, and understand the importance of teamwork. The school promotes inclusivity and diversity, creating a safe space for all students. Celebrating different cultures and perspectives fosters respect and understanding among peers, enhancing social cohesion. Students demonstrate strong participation and achievements in the school's extracurricular activities. Notably, all Form 1 and Form 2 students engage in at least two extracurricular activities, highlighting the school's emphasis on holistic development. Their participation in interschool activities and competitions reflects the school's commitment to fostering engagement beyond the classroom.

#### 4. Support for Students with Diverse Learning Needs

The school suitably supports students with diverse learning needs to help them integrate into campus life and realise their potential. Tailored Individualised Education Plans (IEPs) are created for students with special educational needs, outlining specific goals, accommodations, and support services to ensure that each student receives appropriate resources to thrive.

Teachers are encouraged to employ inclusive teaching strategies that cater to various learning styles and abilities. Differentiated instruction, flexible grouping, and adaptive materials ensure that all students can participate meaningfully in lessons. The presence of specialised staff, such as educational psychologists, social workers, student counsellors, and therapists, provides additional support. These professionals collaborate with teachers to implement effective strategies and interventions.

A culture of inclusivity is fostered through peer support initiatives, such as the Big-Brother-Big-Sister programme and whole-school activities like Counselling Week, which encourage positive interactions and help students with diverse needs feel more connected to their peers.

#### 5. Monitoring Student Progress

The school regularly monitors the progress of students with diverse learning needs, providing continuous feedback and adjusting support as necessary. This ongoing evaluation ensures that students are making progress toward their goals.

#### 6. Engaging Parents in the Support Process

The school actively engages parents in the support process by providing resources and opportunities for them to participate in their child's education. Workshops and informational sessions help parents understand how to best support their children at home.

#### 7. Professional Development for Staff

The school invests in professional development for teachers and staff, equipping them with the knowledge and skills necessary to support students with diverse learning needs effectively. This training includes strategies for differentiation, behaviour management, and inclusive practices.

#### 8. Evaluating Support Services

The effectiveness of student support services is evaluated through a comprehensive and systematic approach that includes the following strategies:

- The school gathers both quantitative and qualitative data on student performance, attendance, and participation in support services, assessing their impact on student outcomes.
- Analysis of data, such as attendance rates, incidents of lateness, and various types of misconduct recorded in the eDiscipline System, allows the

school to monitor and evaluate the effectiveness of support services and adjust relevant policies as necessary.

- Surveys, such as APASO and Stakeholders' Surveys, are conducted for students, parents, and teachers to gather feedback on the perceived effectiveness of support services, helping identify areas for improvement.

Regular monitoring of student progress against relevant benchmarks evaluates the effectiveness of interventions. Focus groups with students who have participated in support services provide in-depth qualitative data about their experiences and the perceived benefits of the services. Feedback from special education teachers, counsellors, and other support staff is integrated into the evaluation process, as their insights on student progress and service effectiveness are crucial for informed decision-making.

#### 9. Fostering Holistic Development

To enhance students' all-rounded development as mature and responsible individuals, the Life Education Curriculum covers various elements, including national education, aesthetic education, health education, life planning, leadership, voluntary services, value education, and personal growth.

#### 10. Parent Education Programs

The school's parent education programmes are specifically designed to support students' developmental needs through various workshops and initiatives that focus on enhancing parental involvement and equipping parents with the tools needed to foster their children's growth. Parents are encouraged to support the school through initiatives that promote involvement and collaboration.

#### 11. Stakeholder Surveys

The school regularly utilises Stakeholders' Surveys to gather parents' opinions on various aspects of the school experience, allowing parents to provide feedback on specific issues, which the school reviews for future improvements. After gathering feedback, the school ensures that parents receive responses regarding their suggestions and concerns, reinforcing the value of their input.

## 12. Alumni Engagement

The school maximises its alumni network to support development through various initiatives. Alumni are regularly invited to participate in events such as career days, seminars, and workshops, sharing their personal journeys and professional experiences that provide current students with valuable insights.

The school runs the Impart & Inherit Mentorship Programme, which connects current students with alumni who serve as mentors. This program facilitates one-on-one mentorship relationships, allowing students to receive guidance, advice, and support as they navigate their academic and career paths.

Alumni contributions can support scholarships and sponsorships for current students, helping to alleviate financial burdens and enhance educational opportunities. This financial support strengthens the school's ability to serve its students effectively.

## 13. Students' Self-Concept and Behaviour

Students generally demonstrate a positive self-concept, reflecting a strong sense of identity and self-worth. While there are some trends suggesting challenges in moral behavior, it highlights an opportunity for growth in ethical decision-making and honesty.

In recent years, there has been a noticeable shift in student behaviors and self-discipline. For instance, the number of late arrivals and missed assignments has increased, indicating areas where students can improve. This presents a chance for them to develop better time management and responsibility. Overall, these trends encourage the school to focus on fostering positive habits and supporting students in their personal growth.

### **III. School Administration**

#### **1. Transparency and Accountability in School Management**

The Vice-Principal (Administrative Affairs) ensured all stakeholders had access to key information, fostering transparency. Data collated from systems such as STS, APASO, and KPM were reviewed and analysed in Integrated Management Committee (IMC) meetings. Agendas for the Policy Planning and Review Committee (PPRC) were circulated to all staff to promote transparency in policy formulation and solicit feedback from non-PPRC members. Proposed policies were deliberated in relevant committees or presented at General Staff Meetings to gather input prior to implementation. The Principal articulated her vision, strategic priorities, and developmental goals for the school during General Staff Meetings, ensuring alignment with Education Bureau (EDB) directives. Vice-Principals and Assistant Principals led collaborative efforts to design, execute, and monitor policies, driving the school's mission to deliver quality, inclusive education for all HCY students.

#### **2. Mobilisation and Allocation of Resources**

Vice-Principals collaborated with staff to optimise the use of grants and funding, ensuring resources supported diverse learning opportunities and enhanced the school environment. Facility upgrades were implemented to bolster teaching, learning, and the school's competitive edge, including: installation of SMART boards in all classrooms and specialist rooms, creation of a dedicated STEAM learning space, installation of LED display walls in the Hall etc.

The Principal and Vice-Principals conducted regular reviews of resource allocation and staffing to align with strategic priorities. Additional resources, such as enrichment programmes, associate teachers, and a school counsellor, were mobilised to support whole-person development. Initiatives like outsourced extracurricular activities, educational visits, and workshops during Life Education lessons broadened student experiences.

#### **3. Collaboration Among Colleagues**



The school established robust mechanisms to monitor policy implementation, including:

- Planning-Implementation-Evaluation (PIE) cycles across committees.
- Lesson observations, assignment reviews, and departmental sharing of teaching resources.
- Regular departmental and cross-committee meetings to address emergent issues.

The Principal and Vice-Principal (Academic Affairs) held termly consultations with Panel Heads to review progress, address challenges, and allocate resources to enhance teaching practices. Data-driven evaluation of student outcomes and activity efficacy was prioritised. Panel Heads led collaborative analysis of assessment data to refine strategies, adjust timetabling, and improve resource deployment.

Developmental lesson observations fostered peer collaboration, enabling staff to identify pedagogical needs, share effective techniques, and engage in professional dialogue. Progress on strategic priorities was monitored through key committees (e.g., PPRC, Academic Affairs Committee). All teaching staff will contribute to shaping the forthcoming Three-Year School Development Plan.

### c. How Can My School Be Better

The school has demonstrated a strong commitment to fostering whole-person development and lifelong learning through a variety of innovative and inclusive strategies. However, there are areas for improvement, particularly in academic performance, moral development, emotional well-being, and school administration. By addressing these areas, the school can further enhance its effectiveness in preparing students for future challenges and opportunities.

#### 1. Learning and Teaching

Ensuring assessment fairness and providing constructive feedback: Clear rubrics and standardised requirements have been implemented to maintain consistency and equity in student evaluations.

Interdisciplinary integration: In alignment with contemporary educational trends, the school prioritises cross-curricular collaboration to create cohesive learning experiences. This approach enables students to make meaningful connections between subjects, fostering deeper understanding and a holistic educational experience.

Addressing practical application gaps: To counterbalance the current lack of hands-on learning opportunities, the school will prioritise workshops and experiential activities that encourage practical application of knowledge.

Targeted academic interventions: Proactive measures have been introduced for subjects with lower value-added data, including tailored enhancement courses, additional student support, and strategies to improve academic outcomes.

## 2. Student Development and Support

**Strengthening parent education:** In partnership with the Parent-Teacher Association (PTA), the school will strategically utilise Parent Education Funding to deliver workshops and resources. These initiatives aim to equip parents with the knowledge and competencies needed to support their children's developmental needs at critical stages.

**Enhancing moral education:** Moral and civic education will be reinforced through dedicated Life Education sessions, focusing on values such as integrity, ethical decision-making, and social responsibility. Talks, workshops, and reflective activities will emphasise the lifelong impact of these principles.

**Mental health and wellbeing:** Counselling access and mental health resources will be expanded to help students manage stress and negative emotions. Positive psychology initiatives, promoting resilience and emotional wellbeing, will be integrated into school programmes. Awareness campaigns will highlight the importance of work-life balance, physical exercise, and healthy lifestyle habits.

**Discipline and conduct:** The Discipline Committee will devise targeted strategies to cultivate ethical awareness and improve behavioural standards across the student body.

## 3. School Administration

**Stakeholder engagement:** The school has expanded channels for gathering feedback from parents, staff, and students through surveys, focus groups, and digital platforms, ensuring inclusive decision-making.

Professional development: Teacher capacity is being strengthened through structured peer lesson observations, collaborative planning sessions, and the sharing of best practices. These activities are formally documented in Continuing Professional Development (CPD) records to track growth and inform future training needs.

## **Major Concerns of the 2025-2028 School Development Cycle**

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

**1. Inspired to Learn, Prepared to Lead: Cultivating self-directed learners through reflection, goal-setting, and innovative tools for a transformative future. 自主精進 學以成人**

1.1 To promote STEAM education and integrate AI tools and mobile learning technologies in lessons

1.2 To develop note-taking skills, foster goal-setting practices, and promote reflection on their learning

1.3 To foster a culture of “Reading to Learn” and develop interdisciplinary skills, creativity, and innovations

**2. United in Legacy, Growing in Purpose: Strengthening Well-being, Values, and National Identity for HCY’s Golden Jubilee and Beyond. 金禧同心 致遠健行**

2.1 To unite HCYers and strengthen their sense of belonging to the school by highlighting and promoting house spirit, ritual and tradition

2.2 To enhance the well-being of HCYers by promoting mental health and healthy life style and cultivate a culture of appreciation and reciprocity

2.3 To further strengthen self-discipline, values education and national identity

**Tsuen Wan Public Ho Chuen Yiu Memorial College**  
**Three-Year Plan (2025-2028)**

MAJOR CONCERN AND STRATEGIES	2025-26	2026-27	2027-28
<b>1. Inspired to Learn, Prepared to Lead: Cultivating self-directed learners through reflection, goal-setting, and innovative tools for a transformative future. 自主精進 學以成人</b>			
<b><i>1.1 To promote STEAM education and integrate AI tools and mobile learning technologies in lessons</i></b> <b><i>Target: Students will apply STEAM knowledge and integrate AI tools and mobile learning technologies to enhance their learning experiences.</i></b>			
(a) Implement AI Education in Junior Science, Computer Literacy, English, Maths, and STEAM.	✓	✓	✓
(b) Launch cross-subject collaboration with the use of the HCY Smart Weather Station.	✓	✓	✓
(c) Organise or participate in external STEAM activities to widen students' horizon.	✓	✓	✓
(d) Organise STEAM related activities and competitions for primary school students in Tsuen Wan / Kwai Tsing District.	✓	✓	✓
(e) Provide staff development training on AI and mobile learning technologies.	✓		
(f) Promote sharing among colleagues with the use of AI and mobile learning technologies.		✓	✓
<b><i>1.2 To develop note-taking skills, foster goal-setting practices, and promote reflection on their learning</i></b> <b><i>Target: Students will improve note-taking skills, set and pursue personalized goals, and engage in reflection to enhance their progress.</i></b>			
(a) Provide workshops on effective note-taking and video creation in F.1 and F.2.	✓	✓	✓
(b) Encourage students to create learning videos, self-assessment practices or projects to reflect on and share their learning.	✓	✓	✓
(c) Provide F.4-6 students with predicted grades and organise termly goal review sessions for F1-5 students to assess their progress.	✓	✓	✓
(d) Recommend F1-F.3 students to enroll on courses organised by summer institutes of universities.	✓	✓	✓
(e) Encourage F4- F.6 students to participate in information Days of universities for JUPAS choices.	✓	✓	✓
(f) Invite alumni from all walks of life to host life planning sharing sessions for F.5 students during the post-exam period.	✓	✓	✓
(g) Encourage F.4-F.6 students to participate in Business-School Partnership Programme (BSPP).	✓	✓	✓

MAJOR CONCERN AND STRATEGIES	2025-26	2026-27	2027-28
<b>1.3 To foster a culture of “Reading to Learn” and develop interdisciplinary skills, creativity, and innovations</b> <b>Target: Students will become innovative, creative, and adaptable problem solvers.</b>			
(a) Organise talks and writing workshops and joint school activities in different subjects.	✓	✓	✓
(b) Promote Reading-Across-the-Curriculum among English and other subjects.	✓	✓	✓
(c) Promote cross-curricular collaboration among English, Music and Art in English drama production.	✓	✓	✓
(d) Create more space for reading on campus.	✓		
(e) Encourage parental involvement in a reading scheme.	✓	✓	✓
<b>2. United in Legacy, Growing in Purpose: Strengthening Well-being, Values, and National Identity for HCY’s Golden Jubilee and Beyond. 金禧同心 致遠健行</b>			
<b>2.1: To unite HCYers and strengthen their sense of belonging to the school by highlighting and promoting house spirit, ritual and tradition</b> <b>Target: Students will become more engaged and connected to the school community, fostering a stronger sense of belonging through active participation in house spirit, rituals, and traditions.</b>			
(a) Organise a design competition for students and alumni to create a mascot and flag for each house.	✓		
(b) Display the four representative colors and decorations of the four houses in the CAA.	✓	✓	✓
(c) Establish a House Competition Corner on the school website to highlight house activities, corresponding results, and cumulative scores for each house.	✓	✓	✓
(d) Members of the Champion House of the year will be rewarded with a Dress Special Day, pre-scheduled on the school calendar as "Champion House Day".		✓	✓
(e) The Champion House will be sponsored to host a celebration gathering for house members during lunchtime on Champion House Day.	✓	✓	✓
(f) Organise a design competition for students and alumni to create a new set of PE uniforms.		✓	
(g) Organise the Golden Jubilee Banquet to celebrate this significant milestone and unite alumni and stakeholders of the school.		✓	✓
(h) Publish an HCY Golden Jubilee Collection of articles contributed by various stakeholders and alumni, created through the collaborative efforts of the School Chinese Editorial and English Editorial Boards.			✓
(i) Host an HCY Golden Jubilee Open Day to showcase the school's quality work and vibrant community life to the public.			✓

MAJOR CONCERN AND STRATEGIES	2025-26	2026-27	2027-28
<b>2.2: To enhance the well-being of HCYers by promoting mental health and healthy life style and cultivate a culture of appreciation and reciprocity</b> <b>Target: Students will become more resilient and health-conscious, actively engaging in practices that promote mental health and a healthy lifestyle, while fostering a culture of appreciation and reciprocity within the HCY community.</b>			
(a) Organise thematic programs, talks, and seminars on positive mental health for students, parents, and teachers.	✓	✓	✓
(b) Organise activities during Counseling Week to promote a healthy lifestyle for students and parents, and for teachers on Staff Development Days.	✓	✓	✓
(c) Cultivate a culture of appreciation and reciprocity by holding an Appreciation Session regularly during the Friday morning announcement period once a month.	✓	✓	✓
(d) Create more space on campus for students to relax and unwind through various activities, including listening to music, reading, playing board games and practicing mindfulness.	✓	✓	
(e) Implement an award scheme to encourage junior form students to engage in regular daily physical exercise, using a self-recording app on their mobile devices.		✓	✓
(f) Promote the importance of physical exercise and encourage participation through various activities on <i>Sports Fridays</i> .	✓	✓	✓
(g) Organise various sports events featuring alumni as part of the Golden Jubilee celebrations.			✓
(h) Emphasize and promote the importance of positive parenting skills by organising parent education activities with PTA.	✓	✓	
(i) Encourage community engagement by organising service activities for junior form students on Life-wide Learning Day.	✓	✓	✓
<b>2.3: To further strengthen self-discipline, values education and national identity</b> <b>Target: Students will become more self-disciplined and value-driven, developing a stronger sense of national identity through comprehensive values education initiatives.</b>			
(a) Highlight the importance of observing school rules by conducting a form-based School Rule Q&A Competition at the beginning of the school year.	✓	✓	
(b) Introduce the Conduct Award System to recognize important values such as diligence, perseverance, and unity.		✓	
(c) Cultivate a sense of national identity in both students and parents by promoting civic-mindedness and an understanding of the home country through programs and activities in the Life Education curriculum and on Life-wide Learning Day.	✓	✓	✓
(d) Adopt a whole-school approach to encourage student participation in external territory-wide and national activities and competitions related to National Education.	✓	✓	✓
(e) Encourage both parents and teachers to participate in National Education and Values Education.	✓	✓	✓



## **Alignment of the Major Concerns to the Seven Learning Goals of Secondary Education**

### **Major Concern 1**

The school's major concern, "Inspired to Learn, Prepared to Lead: Cultivating self-directed learners through reflection, goal-setting, and innovative tools for a transformative future," is designed to holistically support the Seven Learning Goals (SLGs). By integrating STEAM education, fostering reflective learning practices, and promoting interdisciplinary reading, the school ensures students develop not only academic proficiency but also the values, skills, and global awareness needed for lifelong success.

Promoting STEAM Education and AI Integration strengthens students' ability to acquire and construct a broad knowledge base while becoming proficient in ethical and flexible use of technology. Initiatives such as embedding AI in Science, Maths, and English lessons enhance digital literacy, critical thinking, and problem-solving—key components of generic skills and self-directed learning. Cross-subject projects, like the HCY Smart Weather Station, encourage real-world application of knowledge, fostering national and global identity by engaging with contemporary issues such as sustainability. External STEAM competitions and primary school outreach programmes further widen students' horizons, nurturing innovation and appreciation for diverse perspectives. Staff training ensures educators model effective and responsible IT use, reinforcing the ethical dimension of technological proficiency outlined in the SLGs.

Developing Note-Taking, Goal-Setting, and Reflection directly cultivates independent and self-directed learners, a core objective of the SLGs. Workshops on note-taking and video creation enhance biliterate and trilingual communication, while student-led projects encourage critical reflection and peer learning. Structured goal reviews and predicted grades for senior forms instil a sense of accountability and personal aspiration, aligning with the SLG on career and further education planning. Exposure to university courses, information days, and alumni talks broadens students' understanding of future pathways, helping them develop informed aspirations. Participation in the Business-School Partnership Programme (BSPP) bridges classroom learning with professional environments, reinforcing responsible citizenship and adaptability in an evolving workforce.

Fostering a 'Reading to Learn' Culture supports interdisciplinary creativity and cultural appreciation, key aspects of the SLGs. Joint-school activities in Geography and Science deepen students' understanding of global and local challenges, while Reading-Across-the-Curriculum initiatives strengthen language proficiency and critical engagement with diverse texts.

Collaborative projects, such as English drama productions involving Music and Art, nurture aesthetic appreciation and creative expression, contributing to a healthy and culturally enriched lifestyle. Expanding reading spaces on campus and involving parents in reading schemes promote community engagement and lifelong learning, reinforcing the school's commitment to holistic development.

## Major Concern 2

Our school's major concern, "United in Legacy, Growing in Purpose: Strengthening Well-being, Values, and National Identity for HCY's Golden Jubilee and Beyond", provides a comprehensive framework that directly supports the Seven Learning Goals (SLGs) through fostering school identity, student well-being, and national consciousness. The three strategic focuses work synergistically to develop students into well-rounded individuals who embody the values, skills and attitudes outlined in the SLGs.

Strengthening School Identity and Belonging through house activities and Golden Jubilee initiatives cultivates students' sense of belonging and social responsibility, key aspects of becoming informed and responsible citizens. The house mascot competitions, champion house rewards, and PE uniform design activities encourage creative expression while reinforcing school traditions and respect for pluralism in society. The Golden Jubilee Collection publication and Open Day showcase student achievements to the wider community, developing biliterate communication skills through collaborative writing while celebrating Chinese culture and school heritage. These activities naturally foster appreciation of values and attitudes through shared experiences and intergenerational connections with alumni.

Enhancing Student Well-being initiatives address multiple SLGs by promoting healthy lifestyles and positive values. The mental health programs and counseling week activities equip students with skills for emotional resilience, supporting their development as independent learners. Spaces for relaxation and artistic expression nurture aesthetic appreciation, while the physical exercise award scheme and Sports Fridays encourage active lifestyles. The emphasis on positive parenting and community service activities strengthens social awareness and ethical values, helping students understand their role at personal, community and national levels. Alumni sports events during the Jubilee celebrations further reinforce lifelong wellness habits and intergenerational bonds.

Strengthening Values and National Identity programs directly support several SLGs. The School Rule competition and Conduct Award System instill self-discipline and proper values, fundamental to becoming responsible citizens. National education activities in the Life Education curriculum develop national identity and global awareness, helping students understand contemporary issues affecting Hong Kong and China. Participation in territory-wide national competitions deepens appreciation of Chinese culture while the whole-school approach to values education ensures consistent messaging about citizenship and aspirations. Engaging parents in these initiatives creates a supportive ecosystem for developing informed perspectives on further studies and future careers.