



Po Leung Kuk Celine Ho Yam Tong College
School Development Plan
2024/25–2026/27

Po Leung Kuk Celine Ho Yam Tong College

School Vision and Mission:

Our College upholds the long-standing mission of the Po Leung Kuk, emphasizing the all-round development of students in moral, intellectual, physical, social, and aesthetic aspects, and cultivating students' refined sentiments and correct outlook on life.

School Goal:

Our College's primary goals are to enhance students' biliterate and trilingual abilities, cultivate high-level logical thinking, and equip them with the skills to adapt to the ever-evolving changes of the current era. We aim to nurture students to possess strong language proficiency, practical skills and the mindset of a global citizen, prepared to thrive in an interconnected world.

School Motto:

Our College's motto is "Love, Respect, Diligence, Sincerity". It reflects our aspiration for students to cultivate mutual respect, a diligent work ethic, and a sincere character, as they strive for personal growth and progress. We are committed to fostering a close rapport with parents, aiming to enhance students' learning interest and uncover their potential.

4. 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 actions	Remarks
Major Concern 1: To consolidate self-directed learning Target(s): ▪ Deepening self-directed learning strategies across the curriculum ▪ Promoting e-learning platforms to facilitate self-directed learning ▪ Fostering a culture of self-directed learning beyond the academic realm	Fully achieved Teachers have successfully guided the students to cultivate the habit of self-directed learning by employing various teaching strategies, such as pre-class preparation and project-based learning. Students have also actively utilized various e-learning platforms to explore knowledge, exhibiting a strong desire to learn. Besides classroom learning, students have further enriched their learning experiences by participating in various academic activities and competitions. Active participation in both on-campus and off-campus activities demonstrated students' strong passion for learning and curiosity. With the school's holistic approach to fostering self-directed learning skills, students' self-directed learning awareness and participation have significantly improved.	Incorporated as routine work The school will continue to implement the “Good Lesson” Pilot Scheme, adopting a gradual, subject-by-subject implementation approach. All subject departments will provide more diversified teaching strategies and e-learning platforms to further cultivate students' self-directed learning capabilities. Through innovative and appropriate teaching methods, teachers will guide students to actively explore knowledge and develop their lifelong learning habits. Additionally, subject departments will continue to organize more high-quality on-campus and off-campus activities and competitions for students. Engaging in diverse learning activities empowers students to not only deepen their subject-specific knowledge and skills, but also cultivate essential generic competencies such as teamwork and problem-solving.	/

Major Concern 2: To streamline assessment and evaluation to enhance learning and teaching effectiveness Target(s): - Analyzing student performance data and feedback to inform adjustments to teaching strategies - Utilizing diverse data sources to evaluate and optimize the effectiveness of the learning experience	Fully achieved The school has proactively utilized a range of assessment strategies to gain a holistic understanding of students' learning performance. Through in-depth analysis of student examination results, coursework, and feedback, the school has made informed and timely adjustments to some teaching methods. Through these effective teaching and assessment approaches, students have achieved outstanding results across various areas. Over the past three years, students have demonstrated excellent performance in the HKDSE. Additionally, students have consistently achieved remarkable results in international competitions, such as the International Genetically Engineered Machine (iGEM) competition, showcasing the success of the school's educational initiatives. By continuously refining the assessment mechanism, the school has empowered teachers to quickly identify students' learning needs and effectively adapt their teaching strategies, further enabling comprehensive student development.	Incorporated as routine work The school is committed to leveraging a variety of data to ensure timely understanding of students' learning needs and develop teaching strategies that cater to their specific circumstances. The school will continue to review and optimize its existing data analysis approaches and processes. The school will expand its data analysis beyond just students' examination results and daily performance. It will also closely examine data on students' academic progress after receiving additional support and interventions. This holistic data-driven approach will empower teachers to make timely adjustments to their teaching pace and content, further catering to the diverse needs of students. By utilizing comprehensive data analytics, the school can gain invaluable insights to refine the teaching strategies and support student learning more effectively.	/
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Major Concern 3: To further cultivate students' positive values Target(s): ▪ Cultivating a strong sense of National Identity and Perseverance in students ▪ Instilling the values of Law-abidingness and Respect for Others ▪ Developing students' Empathy and Benevolence	Fully achieved ▪ National Identity and Perseverance Students have consistently scored above the territory-wide median on the national identity dimension of the APASO survey, reflecting their strong sense of national identity. In stakeholder surveys, teachers have responded positively to the school's curriculum and assessment approaches, with an average score of 4.1 out of 5. The school's curriculum alignment with the learning objectives of national and global citizenship identity received an average score of 4.4 out of 5, indicating that teachers recognize and endorse the school's commitment to nurturing students' national identity. ▪ Law-abidingness and Respect for Others Students have scored above the territory-wide median on the moral awareness and respect for people from diverse cultural backgrounds dimensions of the APASO survey. This reflects the students' strong values, respect for others, and admirable moral character and law-abiding spirit. Both teachers and parents have given an average score of 4.0 out of 5 for the school's ability to help students develop interpersonal skills and attitudes, such as respecting others and empathizing. This indicates that the school has been highly effective in instilling the value of respect for others in its students. ▪ Empathy and Benevolence In stakeholder surveys, both teachers and parents have given an average score of 3.9 out of 5 for the statement -- the school is a caring place. Similarly, students have given an average score of 3.6 out of 5 for the same statement. These scores, which are all above the median, reflect the school's overall ability to cultivate an atmosphere of care and compassion.	Incorporated as routine work The school has established a committee for safeguarding national security and national security education, led by the vice principals as the coordinators. The school is adopting a whole-school approach to carry out strategic national education (including national security education) both within and outside the curriculum, laying a solid foundation during the 2021/22 - 2023/24 development cycle. The school plans to further deepen the work on three levels - knowledge, emotion, and action - in the 2024/25 - 2026/27 development cycle. In addition to helping students understand the country's development, the school will further guide students to appreciate Chinese culture and traditional values, and strengthen their sense of national identity. Furthermore, the school will continue to promote various educational initiatives to cultivate students' correct values, persistently deepening students' positive values.	/
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B. Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

1. How good is my students' performance in achieving the seven learning goals?	
The school has consistently been committed to fostering students' self-directed learning abilities and catering to learning diversity. The students' performance has been excellent, with remarkable achievements.	- Students have achieved outstanding performance in public examinations. According to the 2023 HKDSE results, 88% of students attained 3322 or better in core subjects, and the average percentage of students who scored level 4 or above across all subjects is close to 60%, indicating that students have mastered solid subject knowledge. - In the same year, the proportion of graduates admitted to local university undergraduate programmes reached 87%, with half of them enrolling in prestigious institutions such as the HKU, CUHK, UST, and PolyU, which demonstrates that students have a broad knowledge foundation and excellent language skills and generic skills. - Students have shown good language skills and generic skills by proactively collecting, organizing, and synthesizing information during pre-class preparation and project-based activities. - The school has established regular gifted and remedial programmes in Chinese, English, and Mathematics, providing guidance and training tailored to individual strengths and weaknesses, which is beneficial for students to establish a broad knowledge foundation and lay a solid foundation for their future learning. - The school and its students have fully utilized various electronic resources to enhance knowledge integration, comparative analysis, cultivate students' strong generic skills, and develop correct information literacy.
Students have been actively participating in challenging in-school and out-of-school activities and competitions, which could effectively cultivate their good language skills, information literacy, generic skills, as well as national and global citizen identity, laying a solid foundation for their future development.	- Students have actively participated in in-school and out-of-school competitions and have won numerous accolades. In the past 3 years, they have won over 300 champion, runner-up, third place, and merit awards in competitions related to academic subjects. Such achievements have reflected students' solid and broad subject knowledge, as well as their outstanding generic skills, including innovative abilities and problem-solving skills. - In the 2023 iGEM (International Genetically Engineered Machine) Competition, our school's team not only won the Best Integrated Human Practices Award, but also the highest-level Gold Award. The team successfully made it to the "Top 10 High School Teams Globally" among the participating teams from around the world, which was the first time a Hong Kong secondary school team achieved such remarkable results since the inception of the iGEM competition. This award affirmed our students' research capabilities and innovative abilities, and also fully demonstrated their excellent performance in team collaboration, interdisciplinary integration, and social responsibility.
Career planning and gifted education activities have helped students uncover their potential and establish personal development goals at an early stage.	- The school has used various career aptitude tests and personal interest surveys to comprehensively analyze the personality traits and ability tendencies of students. Through these assessments, students have gained a more accurate understanding of themselves and set clear short-term, medium-term, and long-term goals. - The school has actively recommended gifted students to participate in various university gifted programmes, providing them with diverse learning opportunities. Most of the students were able to pass the universities' assessments and successfully enrolled in these gifted programmes, where they performed excellently. Through the gifted programmes, students have not only enhanced their generic skills such as language expression, logical thinking, and innovation and creativity, but also established a broader and deeper knowledge foundation.

The school has achieved remarkable success in cultivating students' national identity and international perspective.	▪ In recent years, students have performed outstandingly in terms of national identity. The APASO survey results have consistently been higher than the Hong Kong median. Students have apparently displayed their basic understanding of the symbols of the country (national flag, national emblem, national anthem) and demonstrated appropriate respect during flag-raising ceremonies and speeches under the national flag. ▪ Students have also performed exceptionally well in external national education and national security education competitions, including obtaining excellent results in drill competitions, speech competitions, and calligraphy competitions. Through diverse activities and competitions, students have been able to further understand the country and strengthen their sense of national identity. ▪ Students have demonstrated right values and good moral characters, as well as self-discipline and law-abidingness. In terms of generic skills such as leadership and innovative spirit, the APASO survey results also showed scores above the Hong Kong median. The school has provided many opportunities for students to develop their leadership abilities, and students have demonstrated active and outstanding performance.
Students have showed excellent moral character and actively participated in activities, thereby cultivating their collaboration and problem-solving abilities.	▪ The survey data from teachers, students, and parents showed that students caring for each other, getting along well with their classmates, and possessing a sense of belonging to the school. ▪ The APASO survey results also indicated that the students' performance in generic skills and moral awareness is above the Hong Kong median, reflecting their strong abilities and good moral character, as well as a commendable sense of law-abiding. ▪ Students have actively participated in student council elections, club leadership elections, and other activities. Through the planning, implementation, and review processes, they have gained self-awareness, learnt collaboration, and enhanced their problem-solving abilities.
2. How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?	
The school has taken a comprehensive approach to nurturing students, including strategic curriculum design, the deepening of instructional methodologies, the expansion of students' perspectives, the cultivation of self-directed learning capabilities, and the effective integration of technology to propel the learning process. The school has achieved remarkable success in elevating students' knowledge and skills.	▪ The school has adopted a holistic curriculum design approach, seamlessly integrating elements of values education and national security education across different subjects. Through a diverse array of cross-disciplinary activities, cultural events, and overseas learning opportunities, the school has effectively strengthened students' national identity and broadened their global perspectives. This multi-faceted learning experience not only provided a well-rounded platform, but also helped to comprehensively enhance students' knowledge, generic skills, positive values, and proactive mindsets, shaping them into globally-minded future citizens. ▪ Within the classroom, teachers have meticulously designed lesson plans, established positive learning routines, and employed varied instructional strategies to cater to diverse learning needs. As students have taken on a more active role in their own learning, they have not only improved their language and generic skills, but also acquired a wide breadth of knowledge. ▪ For more capable students, the school has offered resources for them to participate in enrichment programmes at the university level, further expanding their horizons and enabling them to start planning their career development at an earlier stage. ▪ To cultivate a love for reading, the school has implemented a diverse self-directed reading programme and regularly organized themed book fairs, which have enhanced students' language abilities while also promoting their sense of national and global citizenship. ▪ The school has provided mobile devices and internet access support for students in need, allowing them to engage in self-directed learning through digital platforms and question banks. Teachers have played an active role to guide students on the proper attitudes towards using electronic devices, at the same time enhancing their information literacy.

The school has provided comprehensive support for student growth and created a vibrant and diverse campus life for students.	▪ The school has provided diversified after-school extension activities and competitions, allowing students to explore their interests while acquiring broad knowledge, which helps with their future career planning. Through participating in activities, students actively research information, write scripts, and share issues. Such learning process helps improve their language skills, generic skills, and information literacy, and also fosters their sense of national and global citizenship identity. ▪ The school has taken various measures to support the growth of students. During the summer vacation, bridging programmes and orientation days were organized for S1 students to help them adapt to school life quickly. At the beginning of the semester, a programme providing support to S1 students was run, in which senior secondary students were arranged to be mentors to help S1 students make friends, which facilitates their smooth integration into the campus and builds a peer support network. ▪ The school has carefully planned a comprehensive learning experience to fully support the social development of students and help them build interpersonal relationships. Each semester, there was an OLE week, during which subjects collaborate to organize cross-disciplinary and cross-grade activities, such as the fingerprint identification workshop jointly organized by the English and Biology subjects, the minority culture exploration experience organized by the PSHE subjects, and the research on the urban drainage system led by the Mathematics and Computer subjects. These activities have provided students with opportunities to step out of the classroom, engage with new environments and targets, broaden their horizons, and develop generic skills such as communication, collaboration, and problem-solving. ▪ The school has actively cultivated students' leadership skills and team spirit, establishing diverse student teams such as the student union, student leaders, volunteer teams, IT leaders, leaders of four houses, and library management teams. Furthermore, uniform teams such as the Immigration Youth, Red Cross, and Girl Guides were also set up to enhance students' sense of social responsibility. Through participating in various team activities, students were provided ample chances to develop self-management, collaboration, and problem-solving abilities, and achieve comprehensive and balanced growth. ▪ The school has made good use of external resources, such as implementing media and information literacy activities with the support of the QEF, and supporting students' participation in environmental research with the Environment and Conservation Fund, to nurture students to become responsible global citizens who are concerned about global issues. ▪ The school has actively collaborated with other organizations to provide students with professional knowledge and support, such as participating in the "Coral Nursery School Programme" with the CUHK, co-organizing the "Black Soldier Fly Food Waste Recycling Programme" with Chuan Sheng Biotechnology and the local catering industry, and collaborating with the Independent Commission Against Corruption to promote anti-corruption and integrity activities, providing diverse learning experiences to facilitate students' comprehensive and balanced development. ▪ The school has established a comprehensive student support network, including discipline, guidance, moral and civic education, and national education teams, which regularly hold meetings to review and identify students' needs, discuss support measures, and evaluate their effectiveness, ensuring that students receive appropriate and comprehensive support. ▪ The school's career guidance team has actively organized various job experience workshops, including basic nursing and play therapy workshops, to allow students to understand the work attitudes and skill requirements of different professions, which have helped them consider their future career development directions and prepare for their career planning. ▪ The school has made effective use of the whole-person development grant and collaborated with professional organizations to create a rich and diverse learning environment, enabling students to develop in an all-round manner. The school has implemented the "Po Tong Whole-person Development Award and Subsidy" programme, which, in addition to the academic curriculum, provided students with diverse learning opportunities in career planning, arts and sports, moral education, and
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	STEAM, including the establishment of orchestras, Chinese orchestras, and handbell teams, hiring professional coaches to train school sports teams, training teams to participate in STEAM competitions, and arranging university and corporate visits, with the aim of developing students' potential and equipping them to face the challenges of the future society. ▪ The school and the Parent-Teacher Association have jointly organized the “Non-Academic Award Scheme” to recognize students who have excelled in extracurricular activities, affirming their outstanding achievements in sports, arts, music, and their contributions to community service and leadership development.
The school has organized a variety of international educational exchange activities to deepen students' understanding of Mainland culture and nurture them to become future citizens with a global perspective.	▪ The school has actively exchanged with the Mainland, and has established long-term cooperative relationships with four Mainland sister schools. ▪ In the 2022/23 school year, there were four exchange tours: “Gansu and Shaanxi Historical and Cultural Exploration and Sister School Exchange Tour”, “Shantou Cultural History and Sister School Exchange Tour”, “Form 5 Civic and Social Development Subject Shenzhen Cultural Conservation and Innovative Technology Mainland Exploration”, and “Shanghai-Hong Kong Youth Exploration and Exchange Tour”. These allowed students to deeply explore the long and rich history and culture of the local areas, and engage in in-depth interactions with local teachers and students. Through hosting meaningful international educational exchange activities, not only has it enhanced students' understanding of Mainland culture, but it has also helped them develop a broader global perspective.

3. How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?	
Through a multi-faceted strategy and resource management, the school has continuously driven development and enhanced teaching effectiveness.	▪ In formulating the school's development plan, in addition to aligning with the seven learning objectives and the latest education development trends, the school has also referred to its comprehensive school inspection report, key inspection recommendations, and various performance indicator data. Based on the school's situation and students' learning needs, the school has determined the development priorities, formulated relevant goals and strategies, and conducted regular reviews, practicing the “planning - implementation – evaluation” self-evaluation cycle. ▪ The school has made good use of external resources, such as the QEF, the Environment and Conservation Fund, the Healthy School Programme, student activity subsidies, the whole-person development grant, the sister school programme subsidy, and the IT-LAB, to continuously drive the school's development. ▪ The school has been committed to promoting a self-evaluation culture to enhance the overall quality of education. After each activity, a meeting was held to review the effectiveness of the activity and keep records, which served as an important reference for organizing similar activities in the future. ▪ To comprehensively enhance teachers' teaching effectiveness, the school has specifically set up a “Good Lesson” pilot scheme. In the 2022/23 school year, it was first implemented in the PSHE subjects, and has been expanded to Science subjects in the 2023/24 school year. In the scheme, teachers delved into self-directed learning methods, designed and implemented teaching strategies suitable for students, and shared within the subject, which effectively establish a good learning culture. To strengthen the promotion and implementation of the scheme, the school has organized multiple sharing sessions to facilitate collaboration and exchange between subjects. The school will extend the “Good Lesson” pilot scheme to other subject areas to achieve the goal of comprehensive enhancement of teaching effectiveness. ▪ To further optimize teachers' e-teaching, the school has procured iPads for teachers who need to borrow electronic equipment for long-term use. Through the e-teaching platform, teachers have increased interaction and real-time feedback with students,

	stimulating students' learning interest and proactivity. ▪ The school has allocated resources to subsidize students who excel in a subject or a specific area to participate in gifted programmes organized by universities, allowing students to broaden their horizons, enrich their learning experiences, establish a wider knowledge base, and help them with early career planning.
Effective resource allocation and thorough communication with stakeholders have helped continuously enhance management efficiency.	▪ The school has properly allocated human resources and reallocated resources to promote sustainable development. When formulating development plans and policies, the school management has been transparent and constantly solicited stakeholders' opinions through various channels such as teacher meetings, intranet, work groups, parent circulars, and newsletters, so that stakeholders could understand the school's current situation, development direction, and strategies. The school has been committed to establishing a transparent, efficient, and mutually trustworthy management system to ensure the smooth implementation of various development plans and continuously improve the overall development level of the school. ▪ The PTA has been established for many years and operated maturely, providing a good platform for home-school communication. It has been an effective channel to collect and follow up on parents' opinions about the school, and promote close cooperation. The various activities organized by the PTA, such as parent-child activities and parent education activities, have enhanced the relationship between parents and their children. ▪ The school has established an alumni association to maintain contact with alumni. The alumni association is responsible for the election of alumni school governors, and the alumni school governors actively participate and provide valuable opinions and suggestions for the school's development. ▪ According to the survey data of stakeholders, the average value of teachers' "perception of school management" was higher than the median, and the average values of "perception of the principal's professional leadership" and "perception of the middle management's professional leadership" were both over 4 out of 5. The average value of parents' "perception of home-school cooperation" was also higher than the median, indicating that stakeholders had full confidence in the school's management and leadership capabilities, and the home-school cooperation has achieved significant results.
Providing test item resources and data analysis has helped enhance students' learning effectiveness.	▪ The school has uploaded past papers to Microsoft Teams before tests and exams, encouraging students to use the exam papers to formulate their revision schedules, improving students' exam techniques and fostering their self-directed learning habits. ▪ The school has purchased DSE candidates' answer scripts and the HKEAA statistical reports for each subject, and conducted item analysis to provide more data for teachers to develop appropriate teaching strategies. Through data analysis, teachers have evaluated students' strengths and weaknesses in different topics, and thus arranged more targeted teaching measures.
Continuously implementing national security education and Chinese cultural activities, enhancing teachers' professional knowledge, cultivating students' correct values, and reinforcing their sense of national identity have all come to fruition.	▪ The staff development day included a lecture where a representative from the Patriotic Education Support Centre shared the key areas of national security with all teachers through different examples. This helped teachers gain a deeper understanding of how to implement national security education across different domains, in order to help students develop the correct values. ▪ A dedicated working group has been set up, coordinated by the vice-principals, responsible for safeguarding national security and implementing national security education, with clearly defined responsibilities for the working group members. The working group has held regular meetings to assist the school in planning and coordinating school-wide strategies and measures related to national security and national security education. The AC Committee and relevant subject panel heads have integrated elements of national security education into the curriculum content, ensuring students exposed to relevant knowledge across different learning domains. Additionally, through organizing Chinese cultural day activities, students responded their gains and appreciation of Chinese culture, strengthening their understanding of the motherland and interest in Chinese culture.

C. How Can My School Be Better?

1. What are my students' needs?

- The academic performance of our students has always been outstanding, excelling both in academic results and external competitions. To some extent, the students' sense of academic achievement still has room to be further enhanced. Students need more positive praise and encouragement to boost their self-confidence and intrinsic motivation, so that they can fully unleash their potential in learning and life.
- In today's ever-changing and highly competitive society, students need better career education to start their career planning early, making it easier for them to achieve success. As our students generally have a high academic level, the increased peer pressure has led to a decline in the learning self-confidence of some students, so their sense of learning achievement needs to be strengthened.
- As the students' standards have improved, their self-expectations have also been continuously rising. They hope to learn more diverse and broader knowledge, and participate in more high-quality activities and external competitions. However, the financial support of some student families is relatively limited, so the school needs to provide more opportunities for these students to showcase their abilities and learning outcomes, broaden their horizons, and enrich their learning experiences.
- During the flag-raising ceremonies and speeches under the national flag, students have demonstrated deep respect for the national flag and anthem, and have behaved appropriately, fully displaying their respect and identification with the national symbols. In order to further enhance students' understanding of national education and national security, more opportunities will be provided for students to participate in related external competitions, such as national education knowledge competitions and national security themed debates.
- In the performance indicator "Percentage of students within the acceptable weight range", many forms at the school have indices lower than the reference standards of the Department of Health. Furthermore, the stakeholder survey shows that the average value for students agreeing to be able to practice a healthy lifestyle, such as having a regular routine, exercising moderately, and being able to relieve stress, is only 3.5 out of 5, slightly lower than other items, reflecting that some students still have room for improvement in healthy lifestyle habits, including regular routines, active exercise, and stress management skills.
- The APASO questionnaire results for our senior secondary students show that in the 2023-24 school year, the average values for "no negative emotions" and "no fear of failure" have decreased compared to the 2022-23 school year. The school will strengthen mental health education, promote positive psychology, and help students improve their emotional management skills and cultivate an optimistic attitude through diverse activities and courses.

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

- Within the development cycle from 2021/22 to 2023/24, the school has effectively enhanced students' self-directed learning abilities through various measures both inside and outside the classroom. Building on this foundation, teachers will further guide students to participate more actively in classroom discussions, raise constructive questions, and strengthen their learning confidence through affirmation and praise, thereby enhancing their language proficiency and generic skills.
- To encourage teachers to provide more opportunities for students to showcase their learning outcomes and receive positive feedback, the school has established a "Q-mark certification and reward system" to motivate teachers to actively adopt relevant teaching strategies, which will help comprehensively improve students' sense of learning achievement and overall development.
- The school's subject departments have been actively participating in various external competitions, and students have been performing exceptionally well, winning numerous accolades. As students' academic standards continue to rise, the subject departments will provide students with higher-quality activities and external competitions. Furthermore, students who have reached a certain academic level will be given more opportunities to showcase their learning outcomes, such as participating in speeches or debates, which will help enhance their learning confidence, language proficiency, generic skills, national and global citizenship identity, and information literacy.
- The school's career planning education in the past has effectively helped students establish their life goals. However, to adapt to the rapidly changing social environment and students' ever-increasing self-requirements, the school needs to further optimize career education, including allowing students to access university admissions information earlier, so that they can better prepare themselves and plan their careers. As the school's history continues, the number of graduates is constantly increasing.

- The school will utilize the alumni network to invite more graduates from different university departments and industries to share their experiences and insights with students, helping them to reflect on their own abilities and interests, guide them to start career planning earlier, and enhance their preparation and confidence for future.
- The school's promotion of national security education has been effective, with various subjects collaborating with the school's focus to organize diverse activities that enable students to recognize and appreciate China's outstanding performance. The school will further deepen the emotional and action aspects, through classroom and extracurricular arrangements as well as domestic exchanges, to help students understand the country's development and develop a sense of pride and identity in its culture and achievements. Rooted in Chinese culture and with traditional virtues as the core, the school will strengthen students' understanding of the country's history, geography, national security, and latest developments, and enhance their awareness of safeguarding national security.
- To strengthen students' sense of national identity, the school plans to lead more students to visit the mainland for field trips and organize exchange activities with sister schools. This aims to enhance the connection and exchange between teachers and students, deepen their understanding of domestic education and national development, and cultivate a global perspective.
- The school's Immigration Department Youth Leader Team has been developing steadily, providing diversified discipline and leadership training, including national education, immigration knowledge, drills, physical fitness, outdoor training, and community service. The school will continue to deepen these training programmes to enhance students' sense of belonging to the country, emphasize the importance of law-abiding and law-protecting, and cultivate good character, leadership skills, and a spirit of serving the community.
- The school pays particular attention to students' physical, mental, and spiritual health, and is committed to promoting positive education, through more in-class and extracurricular activities, such as mental health talks, sports, art creation, and community service.
- The school utilizes external resources and actively promotes cooperation with various external organizations, such as the QEF (Media and Information Literacy), the EDB and Narcotics Fund's "Healthy School Programme", the Environment and Conservation Fund, and the IT-LAB programme. As society advances, students' mental health is receiving increasing attention. The school will further deepen its collaboration with various external institutions, introducing more professional and targeted activities to shape students' positive values and achieve more remarkable results in spiritual and character development.
- The school will communicate and cooperate extensively with all stakeholders. With the establishment of the Alumni Association, the school will utilize the alumni's extensive network to provide career sharing, specialized lectures, and diverse social activities to support the overall growth of the school and students, as well as enhance students' sense of belonging to the school. Furthermore, the school will continue to provide a variety of parent lectures and workshops covering topics such as child rearing, home-based learning strategies, positive support techniques, and stress management. This aims to help parents better align with the school's educational strategies and support students' learning and growth.

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

- Students have excelled academically and in various competitions. However, due to the students' constantly increasing self-requirements, some students' sense of self-identity is somewhat lacking, which has had a certain impact on their growth. In order to enhance the students' sense of achievement in learning, the school will provide more opportunities for students to showcase their talents, such as arranging speeches and sharing sessions in and out of class, organizing performances and competitions within and outside the school, and displaying the outstanding works of students through various platforms. Students will receive more positive praise and encouragement, which will help them better recognize their strengths, enhance their learning confidence and sense of self-identity.
- Through a variety of activities within and outside the curriculum, the school has laid a solid foundation for the students to establish a sense of national identity during the 2021/22-2023/24 development cycle. In order to further strengthen the students' sense of national identity, they need to continue to receive support and guidance, from understanding the country's development to appreciating Chinese culture and traditional values, and ultimately cultivating a comprehensive and profound sense of national and global citizenship identity in terms of "knowledge, emotion, and action".
- As students have shown a decline in healthy lifestyle performance, the school will strengthen healthy lifestyle education, including regular routines, active exercise, and stress management.

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

1. To enhance students' sense of achievement in learning and nurture students to be self-confident and resilient “Potonggers”
2. To cultivate students' strong sense of national and global identity
3. To foster students' development of healthy lifestyle

School Development Plan (2024/25 – 2026/27)

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		24-25	25-26	26-27		
1. To enhance students' sense of achievement in learning and nurture students to be self-confident and resilient "Potongers"	1.1 Cultivate students to become more strategic self-directed learners	✓	✓	✓	- Commend teachers with excellent teaching performance to promote mutual exchange, sharing, and observation among teachers, enhance classroom demonstration of learning outcomes and positive feedback. - Enhance students' learning skills at all grade levels, invite guests or alumni to teach students study skills and exam tips during the assembly period. - Optimize the gifted education programme, allocate more resources to support gifted students to participate in advanced professional courses at universities for free. - Set indicators to drive high-quality activities and external competitions in all subject groups, showcase students' talents, and enhance their learning confidence. - Optimize academic extracurricular activities to showcase students' diverse talents and gain successful experiences.	National and Global Identity Breadth of Knowledge Language Proficiency Generic Skills Information Literacy Life Planning
	1.2 Elite Reward Scheme - Commend the talented and capable, cultivate confident "Potongers"	✓	✓	✓	- Disseminate news about students' awards in external competitions in different forms to enhance peers, parents, and teachers' appreciation for the students. - Establish a celebration banquet to commend students with outstanding annual performance, increasing their sense of honor and pride. - Launch an outstanding student reward programme, using teachers' positive encouragement to enhance students' sense of achievement.	

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		24-25	25-26	26-27		
1. To enhance students' sense of achievement in learning and nurture students to be self-confident and resilient "Potongers"	1.3 Quality Career Education - Assist students to courageously pursue and accomplish their goals	✓	✓	✓	- Optimize career education, help students explore their interests and set clear academic and career goals in a step-by-step manner. - Implement the "Road to University" programme -- Invite outstanding alumni from various university disciplines and professional fields to share their learning and career experiences with students. Additionally, arrange for graduates with excellent academic records or outstanding performance in their careers to share their success secrets, in order to inspire current students. - Collaborate with professional organizations to provide students with practical career experience opportunities, effectively promoting students' career planning and development.	National and Global Identity Breadth of Knowledge Language Proficiency Generic Skills Information Literacy Life Planning

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		24-25	25-26	26-27		
2. To cultivate students' strong sense of national and global identity	2.1 Understand and appreciate Chinese culture	✓	✓	✓	- Every year, the school formulates different national education themes and set up national education display boards on different floors of the campus to create a pleasant school environment and enhance the atmosphere of the national education theme. - Establish the Chinese Culture Room - the Hall of Virtues, to enrich students' understanding and experience of Chinese culture. - Strengthen the promotion of national education, encourage students to participate in various forms of activities to understand the history, culture, and development of the country, so as to further enhance students' understanding and identification with the country. - Continuously implement and monitor the integration of national education elements into the curriculum of all subjects, ensuring that the teaching content not only meets the educational objectives, but also strengthens the connection with Chinese culture. - Regularly organize Chinese Culture Day to deepen students' understanding and experience of Chinese culture, and promote students' understanding and respect for the national culture.	National and Global Identity Breadth of Knowledge Generic Skills

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		24-25	25-26	26-27		
2. To cultivate students' strong sense of national and global identity	2.2 Deepen national education and national security education	✓	✓	✓	- Deepen national education and patriotic education, including organizing activities such as Chinese Culture Day, Moral Channel, Master Talks, and Chinese Top Scholar at Po Tong, and organizing related activities based on the annual calendar of national education activities provided by EDB. - Improve the arrangements for the flag-raising ceremony and strengthen the training of the flag-raising team to deepen students' patriotic sentiments during the flag-raising ceremony. - To align with “natural connection and organic integration”, all subjects systematically integrate the content of the eight categories of national security education, and collaborate to encourage students to participate in external competitions, further integrating theory and practice, and expanding students' horizons and capabilities. - Strengthen external connections, organize or participate in exchange activities within the country, such as sister school exchanges, visits to People's Liberation Army camps, film screenings, and visits to disciplinary forces departments or headquarters, to enhance students' understanding of the country and sense of belonging.	National and Global Identity Breadth of Knowledge Generic Skills

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		24-25	25-26	26-27		
2. To cultivate students' strong sense of national and global identity	2.3 Enhance global citizenship awareness		✓	✓	- Organize local and international exchange activities to broaden students' horizons, while strengthening their national and global identity awareness. - Encourage students to actively participate in community service and fundraising activities to enhance their connection to society and sense of gratitude. - Collaborate with professional organizations to hold activities with an international perspective, and compile and publish the outcomes of these activities in the form of books, to share and record students' learning achievements.	National and Global Identity Breadth of Knowledge Generic Skills

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		24-25	25-26	26-27		
3. To foster students' development of healthy lifestyle	3.1 Cultivate good life habits among students	✓	✓	✓	- Organize a variety of inter-class activities and competitions, enrich the content of the class teacher periods, and strengthen the communication and interaction between class teachers and students. - All students participate in the “Sports Reward Programme” to promote an active lifestyle and/or improve physical fitness through self-designed exercise plans. - Regularly organize a “Health Education Week” with a series of competitions and thematic talks to deepen students’ understanding of health issues and foster a positive lifestyle. Activities include a creative healthy meal cooking competition, inter-class sports competitions, and educational promotional activities on physical and mental health.	Generic Skills Information Literacy Life Planning
	3.2 Develop students’ diverse interests	✓	✓	✓	- Integrate formal and informal curricula, through direct instruction or by integrating teaching content into daily learning, to enrich students’ learning experiences in diverse ways, in order to inspire and cultivate students’ diverse interests. - Strengthen cross-departmental collaboration to enrich students’ learning experiences and encourage them to actively explore their talents and unlock their potential. - Provide a wide range of student club activities to develop students’ diverse potentials.	Healthy Lifestyle

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		24-25	25-26	26-27		
3. To foster students' development of healthy lifestyle	3.3 Promote positive and mental health education	✓	✓	✓	- Strengthen the collaboration between school-based social service groups, extracurricular activity organizations, and community organizations. Through co-organizing activities and programmes, enhance students' social participation and sense of responsibility. - Establish a Mental Health Ambassador programme, cooperate with external organizations to provide professional training and support, in order to help students receive appropriate counselling and resources to withstand stress and overcome challenges. - Implement family education and home-school cooperation to equip parents with positive parenting concepts and skills, and jointly work together to cultivate students' positive and healthy lifestyle attitudes. - Provide comprehensive support for student development, implement preventive and therapeutic support programmes, and offer professional counselling to enhance students' resilience. - Plan rich learning activities covering media and information literacy education, as well as positive education, to help students develop critical thinking skills and actively cultivate their positive mindset to promote holistic development. - Launch a "Health Education Week" with diverse activities to raise students' awareness of mental health, to enhance their psychological qualities and stress management abilities.	Generic Skills Information Literacy Life Planning Healthy Lifestyle