



**Po Leung Kuk
Ngan Po Ling College
School Development Plan**

2024/25 - 2026/27

Po Leung Kuk Ngan Po Ling College

1. School Vision & Mission

We aim at providing students with a happy, harmonious and positive learning environment conducive to moral, academic, physical, social, personal and artistic development.

We nurture students with solid foundation for further studies and better career development.

We promote students' language proficiency in English, Chinese, Putonghua and other key languages and skills in Information Technology.

We help students build up their confidence, thinking skills, analytical skills and perpetual learning ability in order to better prepare them for the challenges in the 21st century.

We promote all-round education in students' moral, intellectual, physical, social and aesthetic development.

2. School Goals

We are dedicated to nurturing active learners who possess good language proficiency, digital literacy and lifelong learning abilities. We equip students with creativity, critical thinking, communication, collaboration and life-planning skills. In this age of globalization, we have another goal of widening students' global perspectives for further studies and better career prospects.

3. School Motto

Love, Respect, Diligence and Integrity

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24¹

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	Remarks
<p>Major Concern 1: Cultivate a spirit of self-motivation and experiential learning, quest for excellence and creativity</p> <p>Target(s):</p> <p>a. To continue promotion of academic excellence with effective differentiation learning and teaching strategies</p> <p>b. To promote self-directed learning through blended learning and STEAM education</p>	Fully achieved	<p>With the profound statistical analysis of students' academic results and more precise predicted grades, streaming, effective grouping and strategical enhancement and remedial programs in junior forms as well as learning community for public examination classes were well in place. Value added performance, public examination results in both mainstream and IB as well as both local and international competitions proved the differentiation strategies successful.</p> <p>Incorporation of reading lessons in curriculum time, cross-subject and cross-committee morning reading sessions, regular book sharing sessions in morning assemblies, recommended booklist with accordance to school-based language spiral curriculum, bookstore visits for soliciting students' recommendation on book purchase, library book promotion activities of all subjects</p>	

¹ At the end of a school development cycle, schools should conduct a holistic review of the overall performance in implementing the SDP. The following points should be considered when conducting the review: (1) The effectiveness of the SDP should be evaluated with reference to the targets and the corresponding success criteria set; (2) Schools should report on the extent of achievement against the targets and deliberate on the reasons for the level of achievement; and (3) Schools should decide how individual major concerns are to be followed up if the targets are not fully achieved. They should consider revising the major concerns with enhanced implementation strategies. For major concerns with targets fully achieved, schools may incorporate them in their routine work or think of further development for the next school development cycle. For details, please refer to paragraph 3.3.1(a) of the related compilation guidelines.

		<p>and committees as well as participation of reading-related competitions and events made reading as one of the effective and welcomed self-directed learning activities.</p> <p>The widespread use of mobile devices, online learning platforms, teaching apps, staff development workshops and assessment platforms like ODB further made learning a self-directed process taken place online anywhere and anytime. All subjects adopted eLearning tools and more subjects adopted assessment platform to make self-learning a normal and informed routine. Students' self-learning progress was clearly tracked and offered information for further improvement.</p> <p>Completion of STEAM Lab on 7/F of main building in the past 3-year plan, the expansion of Chinese Medicine Research Center in summertime of 2024, extensive Competition opportunities as well as numerous recognitions and the launch of junior form STEAM curriculum actualized the vision of providing university-class scientific research facilities and mass participation in STEAM activities in the School to groom future aspiring engineers and scientists who would able to create their own invention and knowledge.</p> <p>Strategies for cultivating a spirit of self-motivation and experiential learning to train up creativity and achieve academic excellence will be adopted as routine work.</p>	
<p>Major Concern 2: Foster life-long learning and whole-person development via value and career education</p> <p>Target(s):</p>	<p>Fully achieved</p>	<p>The revamp of Life Education curriculum was done by adding more elements of career and life planning, rule of law education, citizenship education, national education, etc. with the collaboration of different subjects/committees.</p>	

<p>To build positive characters with all-round development</p>		<p>The variety of learning and teaching activities related to moral, civic and national education was increased, e.g. visit to HK Palace Museum, competitions, board decoration campaign, exhibition, book promotion, morning video clip sharing and speeches under the national flag, etc. The scope of these activities appropriately covered whole-school, inter-school, and Hong Kong-wide and national levels.</p> <p>By the implementation of cross-subject student work display under the annual theme of ‘My Pledge to Act’, the element of thanksgiving was incorporated in the curriculum. Various seminars were also arranged to promote gratitude towards their family, school, society and country, e.g. Regeneration Warrior's Life Story Sharing, Global Citizenship Education and National Development, etc. Board decoration campaign was also arranged to guide all classes to reflect upon the annual theme of ‘My Pledge to Act’, e.g. thanksgiving corner. Character Strengths was successfully and systematically incorporated as a framework of character building across 6 years of secondary education.</p> <p>Reestablishment of student leader bodies and leadership training were one of the major concerns after school resumption. All music teams, sports teams, academic teams as well as pastoral care teams like Prefect team, Guidance Ambassador team, Student Union, IT Prefect team, etc. were led and operated by student leaders. Students even took initiative to self-organize their interest groups and clubs as a part of their CAS program in IB. Multiple opportunities were given to students to organize activities for their fellow schoolmates. A centralized system in recording students’ learning profile</p>	
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		<p>was implemented to ensure a balance development on students' learning experience and exposure.</p> <p>More lessons of career and life planning were added to the Life Education curriculum, covering Form 1 to Form 6 to address their developmental needs. Different government departments such as The Civil Engineering and Development Department, Planning Department were invited to introduce the job nature and basic recruitment requirement. One of the major highlights in the past 3 years in Career & Life Planning works was the arrangement of Career Week. These one-off programmes aroused students' interest in exploring future study and career paths in both local, mainland and international contexts but lacked continuity. Mentor-mentee scheme between teachers and students was implemented to provide students individual guidance on personal development and career planning. Alumni sharing and parents' mentors would be way forward. Career programs should also be conducted throughout the year to cater the needs to different forms at different time phase.</p> <p>Establishment of teams placed a groundwork for student-led leadership programs and passing on school's culture. More student-initiated and student-led activities can be introduced and cultivation of a collaborative and service-based community among students, especially student leaders, will help create a caring, cohesive and supportive school culture.</p>	
<p>Major Concern 3: Develop a professional, supportive and harmonious school community</p>	<p>Fully achieved</p>	<p>A series of workshops organized for different stakeholders in response to, the needs of students and parents, the EDB requirement and the development of the School. For instance, "Early identification of Suicidal</p>	

<p>Target(s):</p> <ul style="list-style-type: none"> a. To provide professional developmental support for all stakeholders b. To strengthen the sense of belongings with all stakeholders 		<p>Behaviors” teacher workshop, “Support for Students with Special Educational Needs” Teachers’ Training Workshop, “Counselling Skills: How to Counsel Students with High Study Pressure and Students with Low Motivation” workshop, etc. were held to help maintain mental wellbeing of students.</p> <p>Regardless of pandemic, parents’ education was not stopped. To equip parents with strategies to keep their child’s physical and mental health, talks like “How to Help Teenagers in Accepting Opinions and Improving Themselves”, “How to Nurture Confident Students through Character Strengths” were organized. Various activities related to national security education were arranged for parents, e.g. national security education exhibition with annual dinner and distribution of related souvenirs.</p> <p>For teachers, an internal mechanism was established to closely monitor the progress of new teachers in completing the core training of 30 hours. Teaching staff joined various training/workshops related to flag raising, Constitution and Basic Law Education, and National Security Education, etc. To share learning and teaching culture, Open Classroom program was introduced and adopted in 2 consecutive years which helped establish a team of teaching staff with growth mindset and sharing culture. All the good practices will be become routine works in Staff Development Committee, Academic Affairs Committee, Guidance Committee and PTA work.</p>	
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b. Based on the reflection against the seven learning goals^{II}, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

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

Most students are interested in learning and place greater emphasis on their studies in term of their self-reflection ability and overcoming learning difficulties. They are particularly active in participation in the learning activities within and beyond the classroom, displaying confidence in learning. Their achievements have been well demonstrated in public examinations and external competitions. The number of awards and recognitions have been rising from 80 to over 560. Self-discovery learning and pre-lesson preparation habits are common in some pioneer subjects like English, Science subjects as well as IB classes. Non Chinese speaking (NCS) students have made lessons more dynamic as they are keen to voice out their opinions and respond to teachers' questions enthusiastically. Students have good communication skills, and can verbally express themselves in a clear way. Their language proficiency has been proved by English DSE results and IELTS results, having over 80% of level 4 and almost 100% of Band 6 respectively. During activities within and beyond the classroom, students are happy to share ideas with their peers, and are able to respect and collaborate with others in solving problems. Students start to use online resources to achieve their learning objectives, completing their assigned tasks but information literacy and academic honesty have to be further enhanced. Pioneer subjects like IT, Science and Commerce streams have adopted online assessment database platform to allow students to have self-directed learning and gain instant feedback for revision. Students are also grouped according to their abilities for learning and teaching activities with constant statistics analysis of students' academic results both internally and externally. Students visit the newly renovated SMART library more often and the loan records show increasing circulation amid book promotion periods. The book sale at Book Fairs has been impressive since the school resumption. Reading interest has been sparked but reading habit formation takes time. With the promotion of authentic learning context, scientific research and STEAM education, more emphasis has been placed on application of knowledge on real-life situation and connection to the needs of the community. Students have been encouraged to apply the knowledge and skills in different contexts especially in competitions. Students are willing to accept others' opinions, and reflect their performance quarterly after each assessment to identify their strengths and weaknesses, and strive for improvement and excellence. Thanks to a comprehensive incorporation of national and global identity education in all subjects and Life Education Lessons, students' awareness and understanding of national and global identity have been improving throughout the past 3 years and achieving the best record in APASO in the year of 2023/24. Students are given knowledge outside textbooks and syllabus as well as some international issues in all subjects to pave way for international curriculum and worldwide competitions like World Scholar's Cup. Students' healthy lifestyle and both physical and mental health need some extra efforts to further enhance as the results of APASO do not show significant improvement in negative thoughts among students. Some students have high stress level in handling schoolwork and multiple duties in school.

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

To cater for students' levels, needs and abilities, and make an attempt to balance development with physical and mental well-being, the school has

^{II} 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.

devised an assessment policy, including homework policy to give students clear guidelines on time management, and a range of ECAs for development of interests and building of good relationships with teachers and peers. All Form 1 parents are well informed about Homework and ECA policies and sunshine calls have been made since 3 years ago to keep close contact with parents, fostering home-school collaboration. The school has started to centralize the records of students' non-academic performance and experiences, which help reflect their learning progress, outcomes and abilities at different key stages. It is expected to give a more comprehensive statistical analysis on students' participation in different teams, activities, resources allocation and any missing learning opportunities. Since the resumption of full day school, the school is dedicated to recreating a positive, supportive and activity-based learning environment for students to resume their vibrant school life. Students have been provided with over 50 choices of interests classes, uniform teams, sports teams, academic teams, local and international competitions to choose for balanced development and exposure. The number of awards and recognitions reaped by students within the territory, in our motherland as well as around the globe has exponentially increased from about 100 to over 560 awards.

Apart from ECAs, integration of value education and national security education into core curriculum, rearrangements of life-wide learning activities and balancing curriculum time of different KLAs and subjects have been conducted for 3 years. With the accumulation of experience and lesson materials, students are exposed to more diverse learning experience and are instilled with positive values and attitudes, especially in nurturing their qualities of respect for others, responsibility, national identity, care for others, lawabidingness and diligence, as well as enhancing their media and information literacy. In order to help students apply what they have learnt and develop a genuine interest in academic exploration, personal growth activities, real-life situations, competitions and challenging questions in assessments as well as both inside and outside campus have been introduced. 7 learning goals, namely, national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle have been included in different subjects and Life Education Lessons. From APASO, students demonstrate a strong sense of national identity and responsibility to contribute to the country (Q-score: 116) and they show proper respect in flag raising ceremony. Also, from APASO, more students claimed to have negative feeling in life. Mental health, healthy lifestyle and safety network need to be strategically catered across subjects and in non-academic domains. Leadership training programmes are re-introduced and student led activities and self-regulatory system among student bodies start to take shape. Exchange programmes of all types like oversea sports training, Singapore study tour, mainland study tours as well as World Scholar's Cup have been resumed. Reestablishment of connection with sister schools in mainland and all around the world are underway and it will give rise to more opportunities in years to come.

For discipline and guidance works, in view of students' varied needs, group and individual counselling and follow-up have been provided. Regular reviews on students' attendance, lateness records, academic performance of repeaters, etc. offer a progress report for early identification of students who need support and attention as well as early intervention. It effectively helps students better understand themselves and set and achieve personal goals for learning and growth so as to strive for improvement. By close monitoring the learning progress, over 70% of repeaters are promoted. Timely response to social trend like Mental Health Day as well as the need of low-achieving classes amid assessment periods have relieved the tension and stress of different stakeholders. Teachers are supported and reminded to attend to students' stress level during the distribution of assessment paper. Students are psychologically prepared to cope with, evaluate and reflect upon unsatisfactory results. Character strength has

been adopted to be the framework for shaping students characters and each form is given a form value and 2-3 character strengths to work on. After 6 years of education, students will be equipped with all necessary values, attitude and characters.

For professional development, to help all teaching staff keep abreast of the latest trends of education development, especially the IB stream, partnership and training courses are provided for IB teachers to get most updated changes in syllabus and pedagogical methodologies. Local teachers also receive training on National Education, optimizing 4 cores, introduction of CSD and CES, incorporation of online learning as well as flipped classroom. In the past 3 years, a blended learning and teaching mode is smoothly and extensively with all new subjects well implemented accordingly. The IB public examination results reached a record high average of 39.7, with the greatest number of students scoring 44 and 63.2% of graduates score 40 or above.

- ◆ How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?
When formulating annual major concerns, the School consults all subjects and committees opinions, and provides them with updates on the school's situation, and its development directions and strategies. Teachers have been given time to give feedback on different school policies and deployment plans. With wide teacher participation in the school's decision-making process, the level of transparency in management has been enhanced. To have a more comprehensive evaluation and cater to the needs of different stakeholders, parents and student leaders bodies have been involved in consultation for school policies and major concerns. The school systematically manages its daily operations, carrying out timely reviews and adaptations of its workflow and all kinds of documents to enhance work effectiveness. Staff deployment and duty allocation are done in a transparent manner. Teachers are well informed of the mechanism of duty allocation and the accumulative duty time. Document submission system and evaluation mechanism have been well in place. All teachers are used to submitting proposal and evaluation before and after each activity. This PIE system has been introduced to student leaders bodies. Students' Union and IB Clubs are pioneer groups to submit proposals for all activities.

The school continues to adopt a PIE model in all kinds of school activities and L&T performance. Statistical analysis on public examination results, internal value-added figures, Form 1 intake as well as enrolment data have provided school a clearer direction for enhancement in academic performance, opening of different ECAs and teams as well as promotion strategies and targeted primary schools. The school follows Hong Kong's aims of education, the seven learning goals and latest trends of education development closely like introduction of STEAM programme in curriculum and integration of newly introduced values and attitude in multidiscipline and subjects. Subject panels and committees are provided with teachers' performance in teaching public examination classes and accuracy reports on predicted grades to refine homework package and remedial and enhancement strategies for elevating public examination results.

Collaboration among committees and subjects has been encouraged for the past 3 years. Initially, a fixed number of events and tasks have to be done in collaboration with other departments or committees. After operation of 3 years, different committees and subject panels have realized the synergy of collaboration and they take their own initiative to liaise for collaborative work. Many events have transformed from a small-scale

committee event to a mega school wide program being attributed by several departments, committees and student leaders. Communication and work environment are supportive and harmonious. Middle managers are getting more resourceful and experienced in organizing activities. With frequent collaboration and accumulation of PIE experience for every single event via the document record system, a resource and reference bank has been well established for sharing. However, a macroscopic view of students' needs and school development direction need to be formulated with stronger tie to SSE and APASO data. SSE has been resumed for 2 years after the pandemic. New committee heads have to be further trained to refer and analyze SSE data for planning and evaluation process.

c. How Can My School Be Better

◆ What are my students' needs?

With the solid foundation of academic background and desirable student intake, students need proper guidance to attain more outstanding public examination results and higher admission rate to university. Pursuit of academic excellence, achieving higher rate of level 5 across all subjects and higher percentage of students gaining 40 or above will be the major concern of next phase. Professional development, curriculum refinement, assessment package as well as learning community are the major tasks to help students further excel. IT-aided learning, reading and research skills are key areas to help groom active learners who have strong sensitivity to world knowledge and the needs of community. Students need to be exposed to the global issues and be ready to explore, learn and innovate, reading to learn and learning to apply and most importantly to create their own knowledge.

Online resources will be the major source of learning, but students' information literacy and academic honesty have to be further enhanced. Pioneer subjects like IT, Science and Commerce streams have to share the success in blended learning with other subjects, making online learning and the use of online assessment platform as a common practice across all subjects. Promotion of reading work will be routine work. More reading related activities have to be provided for students to join and appreciate the power of reading. Gaining recognition through interschool or international reading competitions will fuel the reading passion and attract mass participation. With all the STEAM related hardware, formation of STEAM teams and promising competition results, more emphasis has been placed on application of knowledge on real-life situation and connection to the needs of the community. Lastly, integration of national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy and life planning aside, the concept of healthy lifestyle has to be included across subjects and committee.

Exposure to international context is one of the school highlights. Students need a diverse cultural background and authentic language environment to better equip students all necessary language proficiency and extensive knowledge of the world. Exchange programmes in Singapore, mainland cities as well as New Zealand, student composition with NCS students and national and international competitions need to be arranged for students to see the world. With such diversified upbringing background, students should be guided to further their studies not only in local universities but

also in mainland and international context. Career Life Planning curriculum should start earlier and include a more comprehensive coverage of goal setting, personal aspiration, understanding of local, mainland and oversea studies opportunities, and life planning.

For pastoral care, all student leaders should take charge of more school activities and pass on school culture to junior formers. Thus, school tradition and culture will be preserved and respected. If student leaders are mature enough, they can be involved in policy making process. Holding student leaders accountable for school culture, order and discipline will enhance students' understanding on the principles of different rules and regulations. Also, students need to learn how to serve the school and the community. Service-based learning involves community interaction, innovative and meaningful service, and critical reflection on experience, students will apply academic knowledge and skills to address societal issues and community needs; grow in empathy and self-understanding; develop social awareness and commitment to the community; formulate new ideas and/or perspectives about society and contributions they can make to its development; and identify ways to strengthen professional skills and generic competencies (e.g., creativity, communication, problem-solving, and teamwork). Lastly, students' mental health needs to be well taken care of as reflected in APASO. Healthy lifestyle will be one of the major tasks in the next development cycle. After the pandemic, full resumption of all student leader bodies give rise to students' autonomy in daily school operation. Participation of student leaders in school affairs train future leaders and enhance students' sense of belonging to the School. Students' initiatives and leadership can be trained through student-driven school event.

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

The School has abundant resources from school and support from Po Leung Kuk and the Incorporated Management Committee. A team of professional, energetic, insightful and caring teachers are ready to collaborate, change for better and supportive among colleagues and students. Student intake has been the most desirable for almost 6 years. The average mark of our Pre-Secondary One Hong Kong Attainment Test is higher than the territory wide score, especially in English. The teacher-student ratio is higher than the Hong Kong average. Teachers are having more room to provide individual help to students to cater the learning diversity. With an increasing number of non-Chinese speaking students, a rich and authentic language environment for English, Putonghua and foreign languages has been cultivating.

Our curriculum is well designed and has been well established with the updated educational reform and EDB guidelines. Teaching staff will be provided with extra resources to design and arrange remedial and enhancement strategies for academic excellence. After-school tutorial sessions and professional development sessions on improving teachers' understanding of the new educational trends, change in syllabus as well as marking criteria can be provided. Alumni who have been achieving high in public examination return to the School to lead mentor-mentee programme. Not only do they provide guidance on academic studies but also learning attitude, goal setting and requirement of latest university programmes. To synchronize efforts in elevating students' academic results and grooming more high achievers, target result analysis and mapping between subject panels to derive specific goals for both individual subject teachers and students are to be arranged. Clear targets will be given and agreed by all staff, concerned parents and students. A more comprehensive developmental plan has to be derived to further promote academic and non-academic performance to groom genuine all-rounders.

Well-established and well-equipped infrastructures and strong background in scientific investigation and information technology development lay good foundation for the further development of self-directed experiential learning like STEAM education. Whole-school discipline and guidance approach is well implemented. A clear goal of cultivating a caring school culture is shared among all stakeholders. The synergy of promoting values education is amplified by the close collaboration of different committees and subjects. A clear guideline on the implementation of healthy lifestyle concept in coming 3 years will unite all teams to work on the same goal with close collaboration. Teaching team stability and a bigger team of middle managers have been established. Sustainability and accumulation of administrative experience and proper training and dedication of work to young aspiring teachers will help train up more competent and aspiring middle managers. At the same time, to fast track the adaptation progress of new teachers, more vigorous sharing on discipline, guidance as well as career-related work is needed.

Close connection with sister schools, alumni and parents offers diversified support to school daily operation, student support works and school development. Extra professional services can be provided to our students, e.g. Po Leung Kuk Supporting team, Clinical Psychologist, Educational Psychologist, counsellors and professional connection with external organizations. Students' initiatives and leadership can be trained through student-driven school team trainings. With the help of sister schools, introduction of more diversified both local and international competitions and activities into curriculum and Other Learning Experience exposure will facilitate better integration and application of knowledge from multi-subjects. Strengthening home-school communication to let parents share a common goal with the school and help monitor school operation, offering timely feedback on school development. One-off leadership program serves as an entry point and more time and trust should be given to student leaders to organize school wide programs and form self-management group.

- ◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?
Academic performance has been the school's backbone and all stakeholders share a common goal that tertiary education is the ultimate target after 6 years of secondary education. To ignite students' self-initiative and interest to study and make knowledge will definitely be our top priority. To make good use of all STEAM related infrastructure, accumulated experience in training and competitions, grooming active learners with curiosity and concern on community will be done through solving real-life problems in competitions. Next, voluntary service and community connection is a missing puzzle in student growth and support work. Serving the School and the community offers a platform for students to contribute and express gratitude to the School. Students' responsibility, sense of judgement as well as respect will be enhanced. With everyone's contribution, sense of gratitude and a positive school community will be fostered. They will treasure what they have and what others have done for them so far. Lastly, letting students see the world has been our School's strong belief for a decade especially after the introduction of IB international curriculum. By doing so, students, even for those mainstream students, will be exposed to both local and international context and get better prepared and understanding of their personal attributes, orientations and opportunities available around the globe. Thus, life planning and goal setting work can be more varied and systematic to help students as well as parents make informed and responsible choices for further studies and career development worldwide.

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

- ◆ Based on the above holistic review of school performance, the major concerns in order of priority are:
 1. To groom active learners with curiosity and concern on community for attaining new heights in academic pursuits
 2. To promote service-based learning both inside and outside school to nurture students' leadership skills, sense of judgment, responsibility and positivity in the community
 3. To equip students with clear understanding of their personal attributes, orientations and opportunities available around the globe for making informed and responsible choices for further studies and career development

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

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Secondary Education) ^{III}
		Year 1	Year 2	Year 3		
1. To groom active learners with curiosity and concern on community for attaining new heights in academic pursuits	<ul style="list-style-type: none"> To improve students' performance in public examinations for achieve academic excellence by providing a variety of resources for self-directed learning 	✓	✓	✓	<ul style="list-style-type: none"> Refine 5** packages Implement early completion of the curriculum for more practice of written exam paper Provide more educational apps, learning and assessment platforms for self-direct learning and enhancing students' interest in learning languages Introduce Chinese classics to enhance NCS students' understanding in Chinese culture Improve performance of gifted students in international assessment and gifted education program Form learning community and deriving individual strategic study plan for high achievers 	<ul style="list-style-type: none"> National and global identity Breadth of knowledge Language proficiency Generic skills Information literacy

^{III} All along, school work has always been related to the seven learning goals. Schools could consider how the major concerns relate to the seven learning goals and list the related learning goal(s) in this column when setting major concerns. Apart from the major concerns, schools should help students achieve the seven learning goals to foster their whole-person development and lifelong learning through routine work, which does not need to be recorded in the SDP. 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.

	<ul style="list-style-type: none"> To elevate students' academic performance and IB exam results 	✓	✓	✓	<ul style="list-style-type: none"> Closely monitor the implementation and quality of IAs across subjects Strengthen plagiarism and AI check and education to prevent abuse of AI tools to uphold academic honesty Strengthen the resources and communication to Learning Community for high achievers Arrange relevant professional development sessions in school as well as with external organizations or other IB schools 	<ul style="list-style-type: none"> Breadth of knowledge Language proficiency Generic skills Information literacy
	<ul style="list-style-type: none"> To strengthen development of ATL skills among students 	✓	✓	✓	<ul style="list-style-type: none"> Strengthen the training of ATL skills in Core & CSD curriculum for BYP students especially quantitative research skills and information literacy to prepare for the digitalization of IB exams Strengthen the training of ATL skills across subjects and CAS curriculum 	
	<ul style="list-style-type: none"> To promote active learning among students by adopting a 'multi-pronged and coordinated' approach through related Key Learning Areas/subjects 	✓	✓	✓	<ul style="list-style-type: none"> Further enrich the learning and teaching of values and national education, e.g. enquiry-based learning and adding more life events Compile teaching materials and student sample works related to values and national education for sharing among various subject panels Incorporate healthy lifestyle concepts and strategies in related subjects and committee activities 	<ul style="list-style-type: none"> National and global identity Breadth of knowledge Generic skills Information literacy Healthy lifestyle

	<ul style="list-style-type: none"> To trigger the innovative mind and entrepreneurship of students 	✓	✓	✓	<ul style="list-style-type: none"> Organize visits to local university and research facilities Organize visits to science and technology exhibitions in Greater Bay area 	<ul style="list-style-type: none"> National and global identity Breadth of knowledge Life planning
	<ul style="list-style-type: none"> To provide students with advanced classroom equipment to facilitate blended mode of learning and teaching 	✓	✓		<ul style="list-style-type: none"> Install interactive whiteboard to all classrooms and special rooms Provide individual microphone to each teacher Renew network switch and Wifi Access points to support whole-school wifi-6 network 	<ul style="list-style-type: none"> Breadth of knowledge Language proficiency Generic skills Information literacy
	<ul style="list-style-type: none"> To provide students with quality education and up-to-date learning experience and materials 	✓	✓	✓	<ul style="list-style-type: none"> Conduct professional development workshops on Staff Development Day Organize teacher workshops to equip them with up-to-date local and international education trends, e-learning and innovative pedagogies, EDB guidelines and related knowledge, etc. 	<ul style="list-style-type: none"> National and global identity Breadth of knowledge Language proficiency Generic skills Information literacy Life planning Healthy lifestyle
	<ul style="list-style-type: none"> To award high achievers with both internal and external scholarships 	✓	✓	✓	<ul style="list-style-type: none"> To promote and share the achievements and available scholarships for high achievers to build a sense of aspiration and appreciation 	<ul style="list-style-type: none"> Breadth of knowledge Generic skills

<p>2. To promote service-based learning both inside and outside school to nurture students' leadership skills, sense of judgment, responsibility and positivity in the community</p>	<ul style="list-style-type: none"> • To nurture students' leadership through organizing school-wide activities • To expand the function and influence of student leaders bodies like Students' Union and Alumni Association • To cultivate students' positive characters in line with IB Learner Profile through organizing and participating in school events by students leaders • To raise students' concern for the people and things in the community 	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> • Provide student leaders a platform to discuss school affairs to let students express their opinions • Establish peer mentorship programs where senior students guide and support younger students in their service-learning experiences • Engage alumni to be mentors, providing additional layers of guidance and support • Organize a team-building day camp for the prefect team for the purpose of enhancing prefects' leadership skills and strengthening their bonding • Organize meetings for monitors for the purpose of enhancing monitors' leadership skills and cultivate their sense of responsibility • Help students establish all kinds of student-led clubs and groups like STEAM Club and Astronomy Club for organizing school-wide activities • Provide more guidance for club leaders on planning and execution of activities with more inter-club collaboration to ensure continuity • Implement "incubator" for students to innovate in response to the needs of the community 	<ul style="list-style-type: none"> • Breadth of knowledge • Generic skills • Information literacy • Life planning
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	<ul style="list-style-type: none"> • To cultivate students service mindset by providing continuous and long-term service-learning opportunities • To equip students with 4C characters (Confidence, Care, Commitment, Courage) to foster the students' holistic development • To strengthen students' leadership roles via social services 		✓	✓	<ul style="list-style-type: none"> • Recruit and train Guidance Ambassadors for assisting, promoting, and organizing activities of Guidance team for promoting positive values at school • Develop students' healthy personalities and civic awareness through community services program • Introduce different social service opportunities in the community to students • Develop more partnerships with local organizations to enrich the volunteering experience and service elements during CAS trip • Encourage more students to join the outstanding student award 	<ul style="list-style-type: none"> • National and global identity • Breadth of knowledge • Language proficiency • Generic skills • Information literacy • Healthy lifestyle
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	<ul style="list-style-type: none"> To train school leaders through IT prefect team activities 	✓	✓		<ul style="list-style-type: none"> Upgrade Hall-sides LED wall and lighting system for a better support of ECA activities by the IT prefect team Organize more backstage training strengthen the knowledge of the IT prefect team for the new LED wall and lighting system Develop IT prefect handbook and standard operation procedures for passing down the good traditions to the next generation of IT prefect team Expose students to external competitions 	<ul style="list-style-type: none"> Generic skills Information literacy Life planning
	<ul style="list-style-type: none"> To facilitate better collaboration between different service teams for internal activities 	✓	✓	✓	<ul style="list-style-type: none"> Provide an online platform for teachers to input and collaborate whole year morning assembly, lunchtime activities, competitions Integrate different inter-house and inter-class competitions under a whole-year prize system, e.g. “NPL Cup” for inter-house competitions and “Best Class Award” for inter-class competitions 	

	<ul style="list-style-type: none"> To encourage students to take on tasks that align with their character strengths and aspirations, enabling them to assume leadership roles and serve their class, school, family, community, and country with passion 	✓	✓	✓	<ul style="list-style-type: none"> Involve student helpers, team leaders, house captains in school events, e.g. sports day, swimming gala or concert Arrange flag-raising team with regular training and various students' leadership roles MCN ambassadors with regular meeting and various students' leadership roles arranged Increase students' engagement in various school events, e.g. Chinese Culture Day and inter-class national education competitions Invite students of different talents to perform or conduct workshops for the community e.g. elderly home 	<ul style="list-style-type: none"> National and global identity Generic skills Life planning
3. To equip students with clear understanding of their personal attributes, orientations and opportunities available around the globe for making informed and	<ul style="list-style-type: none"> To help students understand oneself and set responsible learning and development goals To guide students to formulate and act out plans for learning and development goals based on evaluation 	✓	✓		<ul style="list-style-type: none"> Form a team of Career and Life Planning ambassadors to introduce different career and information regarding post-secondary studies Enable students to develop a stronger understanding of their strengths and weaknesses in junior forms Equip students with knowledge, self-evaluation skills to make wise decisions in career development Raise students' awareness and understanding of their career and academic aspirations Encourage students to actively participate in careers-related activities 	<ul style="list-style-type: none"> Generic skills Life planning

responsible choices for further studies and career development	<ul style="list-style-type: none"> To help students explore various options and opportunities of career development To cultivate students' global mindset by encouraging them to join different career talks and internship especially for NCS students 		✓	✓	<ul style="list-style-type: none"> Extend the scale of Career Week or Career Fair which introduces tertiary education in Hong Kong, mainland and overseas Increase the participation of alumni in different career activities Encourage students to join various career talks organized by different government departments and NGOs. Seek internship opportunities for students 	<ul style="list-style-type: none"> Generic skills Life planning
	<ul style="list-style-type: none"> To equip students with solid STEAM related skills and knowledge which allow them to explore the career development in science and engineering 	✓	✓	✓	<ul style="list-style-type: none"> Organize STEAM teams training with core STEAM skills and knowledge Train our students to join various innovation and technology related activities / competitions 	<ul style="list-style-type: none"> Breadth of knowledge Generic skills Information literacy Life planning
	<ul style="list-style-type: none"> To let students understand more about themselves through IT prefect team activities 	✓	✓	✓	<ul style="list-style-type: none"> Provide guidance to IT prefect team by teachers and senior IT prefects for the development of personal attributes Invite external professional photographers to share about their job experience 	<ul style="list-style-type: none"> Generic skills Information literacy Life planning

	<ul style="list-style-type: none"> To increase students' understanding of the recent issues pertaining to local, national, and global citizenship and guide them to recognize the underlying values, engage in objective analysis, make sound judgments, and apply these principles in practical life contexts 	✓	✓	✓	<ul style="list-style-type: none"> Arrange Life Education lessons/assemblies across various domains in collaboration with external organizations Organize talks by professionals during OLE week to provide insights for students in future career choices Organize Mainland and overseas Exchange programmes 	<ul style="list-style-type: none"> National and global identity Language proficiency Generic skills Life planning
	<ul style="list-style-type: none"> To equip students with skills to maintain psychological well-being to face academic and life stress To provide students support to set study goal and life plan 	✓	✓	✓	<ul style="list-style-type: none"> Organize form seminars to enhance students' psychological resilience and sense of competence Collaborate with different professionals for emotional support to students in need Organize developmental groups and workshops for selected students for self-understanding and exploring personal strengths 	<ul style="list-style-type: none"> Breadth of knowledge Generic skills Life planning Healthy lifestyle