

United Christian College (Kowloon East) School Development Plan

3-school-year period (2025-2028)

School Vision & Mission

Our vision is to provide students with quality holistic education grounded in the Love of God and Biblical principles.

We believe that every student is endowed with God-given potential and will succeed under proper guidance and training. Our mission is to help students identify and develop their God-given abilities and talents to their fullest so that they will become a person with faith, moral character, knowledge, culture and dreams in a caring environment. We trust that through the Christian dedication and professionalism of our teachers and the involvement of parents, students will confidently experience a balanced development, formulate life direction and goals, build a positive life view, strengthen lifelong learning, lay a solid foundation for further education, acquire a sense of social responsibility, and live a life according to God's will.

School Goals

We hope for every student to become a person with faith, moral character, culture, knowledge and dreams.

School Motto

Understanding Truth • Pursuing God •
Developing Diligence • Cultivating Virtue

Core Values

1. God as the Centre
2. Integrity
3. Academic Excellence
4. Caring Community

1. Holistic Review

a. Effectiveness of the School Development Plan in the cycle of 2022/23 - 2024/25

Major Concerns	Extent of targets achieved (Fully, Partly or Not Achieved)	Evaluation and Follow-up action (Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others, etc)
1. To nurture self-directed learners	To strengthen the use of blended learning strategies to promote self-directed learning Mostly Achieved	Over the three-year period, the school has made strides in strengthening the use of blended learning to nurture self-directed learners. In the initial year, the focus was on introducing teachers to blended learning concepts and its application within the school's context. Teachers and students became familiar with platforms like Google Classroom and various apps, with Microsoft Teams being piloted to enrich the available tools for learning. By the end of this year, students were actively engaging in peer collaboration and online assessments, demonstrating early signs of self-directed learning capacity. In 2023/24, the school continued to emphasize blended learning, with a special focus on promoting AI literacy among both teachers and students. PD sessions were held to equip teachers with knowledge of AI applications in education, including prompt engineering. This led to students becoming more accustomed to using various e-learning platforms and apps as a routine part of their learning, which helped them develop agency and autonomy. Teacher and student surveys from this year showed positive feedback on the use of these platforms to enrich learning. The final year saw the full integration of blended learning as well as the introduction of AI tools in L&T. Attempts were made to leverage AI to support the development of self-directed learners, with PD sessions focusing on AI-powered pedagogy. Students used AI tools in subjects like History, English, and Mathematics to expand their learning, evaluate AI-generated work, allowing for more choice and personalized learning. Survey results from this year confirmed the school's progress, with teachers reporting frequent use of blended learning strategies and students reflecting positively on their learning experiences. In the coming developmental cycle, blended learning will be incorporated as routine practice. Building on this foundation, the school will further strengthen students' and teachers' capacity in using AI and digital technology to develop students from self-directed learners to future-ready learners.

Major Concerns	Extent of targets achieved (Fully, Partly or Not Achieved)	Evaluation and Follow-up action (Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others, etc)
	To enhance Reading across the Curriculum (RaC) and extensive reading to extend learning beyond lesson time Partly Achieved	Over the past three years, the school has advanced RaC and extensive reading efforts, despite facing some challenges. The first year focused on establishing a working group and collaboration between KLA. Trials in English and Geography successfully linked knowledge across disciplines through co-planned reading materials and tasks. In the following years, reviews and pilot tasks extended to Economics, Mathematics, History, and selected IAL subjects, resulting in improved student understanding and analytical skills. However, student participation in some reading activities was lower than expected. Plans for the next cycle include using scaffolding tools and expanding non-print texts to engage diverse learners. Promoting reading as both academic and leisure activities remains a one of the key strategies for developing students' language proficiency in the coming cycle. Concurrently, the KE+ library project has advanced. Initial groundwork involved consultation and feedback, evolving into detailed concept design shaped by school visits and stakeholder engagement. By the final year, robust planning set the stage for construction in 2025-26. The modern, future-ready library aims to foster reading habits and provide resources for 21st century and future-ready learners.
	To expand the learning capacity of the more able students through differentiation and gifted programs Fully Achieved	Learning capacity of the more able students has been stretched through a systemic approach to differentiated instruction and provision of enrichment opportunities. Policies have emphasized challenging assignments, autonomy in learning, and stimulating materials tailored to student strengths. Strategies such as 'challenging corners,' tiered tasks, and student-driven research were implemented, complemented by immense opportunities beyond the classroom—including competitions, master classes, and elite programs offered by various subjects. Evidence of impact was seen in the sharing of student work and pedagogies during our annual Curriculum Celebration. Moving forward, the school will step up its effort in training more able students for interdisciplinary programs and competitions, nurturing their passions across STEAM, Science, Entrepreneurialship, and Humanities through specialized programs and competitions like F1 in Schools, iGEM, JA Company Program, Wharton Global High School Investment Competition, and Model United Nations. Technology and AI will also be leveraged to generate customized resources and support in-depth learning for gifted students.

Major Concerns	Extent of targets achieved (Fully, Partly or Not Achieved)	Evaluation and Follow-up action (Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others, etc)
2. To foster positive values education	To engage all stakeholders in the positive education development Fully Achieved	Over the past three years, our school has made significant strides in engaging all stakeholders in the development of positive education. A wide range of initiatives were implemented to cultivate a culture of wellbeing and character development among students, teachers, and parents. Professional development sessions were held annually to equip teachers with practical strategies to foster positive classrooms and support student wellbeing. Parents were actively involved through workshops on positive parenting, with consistently high attendance and positive feedback. Gratitude Week became a signature whole-school event each year, involving cross-departmental collaboration and diverse activities such as busking, interactive booths, resilience workshops, and mutual appreciation exercises. These events successfully promoted emotional awareness and a sense of gratitude across the school community. Students engaged in reflection through tools like “My Journal”, “My VIA Journal”, and “Mind-roaming Cards”, while teachers and social workers facilitated discussions on character strengths and emotional wellbeing. These efforts, supported by scripture cards and VIA appreciation tools, created a nurturing and inclusive school atmosphere. The Moral and Civic Education Team played a central role in integrating positive education into school life, including assembly, chapel workshops and post-exam programmes. Notably, our collaboration with the Bei Shan Tang Foundation and Methodist Centre for Quality Life Education enabled impactful experiences that were recognised at the Positive Education Forum held at the Hong Kong Palace Museum. Overall, the collective commitment of all stakeholders has successfully embedded positive education into our school culture. Building on the success of our positive education journey, the next school development cycle will focus on enhancing students’ physical, social, and emotional wellbeing. We will continue to engage stakeholders through structured programmes, experiential learning, and cross-disciplinary collaboration. Emphasis will be placed on strengthening resilience, promoting healthy lifestyles, and deepening emotional literacy to support holistic student development.

Major Concerns	Extent of targets achieved (Fully, Partly or Not Achieved)	Evaluation and Follow-up action (Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others, etc)
	To evaluate and implement structured values education Mostly Achieved	Over the past three years, our school has made meaningful progress in evaluating and implementing structured values education. In 2022–23, the Moral and Civic Education (M&C) Coordinator aligned VIA character strengths and priority values with the school’s core values, motto, and anthem, providing a clear framework for teachers. Subject heads ensured values education was embedded in teaching schemes, and stock-taking across functional groups and forms offered valuable insights for refining student development. A professional development session equipped teachers to apply positive values in lessons and interactions. In 2023–24, three core teachers joined the EDB’s Curriculum Leadership Learning Community, participating in inter-school exchanges and school visits. Our school hosted educators and EDB officers who commended the visible integration of values in campus activities and form periods. The M&C Team shared best practices at the EDB SBCDS Annual Sharing Session. Subject heads continued monitoring values education, and plans were initiated to develop teaching packages and a junior form curriculum. In 2024–25, values education was further embedded across subjects, with C&S, L&S, Chinese, and English Literature leading the development of teaching packages. Cross-curricular collaboration explored the value of peace, enriching students’ understanding of historical and moral contexts. The M&C Team introduced three editions of “My VIA Journal” for junior forms, focusing on character strengths. The School Beautification Project added visual reinforcements of values through postcards and Bible verse posters, contributing to a reflective and positive school atmosphere. Building on the foundation of structured values education, the school will be focusing on embedding values education into all aspects of school life. Cross-curricular collaboration and experiential learning will be strengthened to deepen students’ understanding of values. Visual and interactive elements will be further integrated into the school environment to reinforce positive messages and foster a values-rich culture.

Major Concerns	Extent of targets achieved (Fully, Partly or Not Achieved)	Evaluation and Follow-up action (Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others, etc)
	To strengthen the national and civic education in the school Fully Achieved	Over the past three years, our school has made substantial progress in strengthening national and civic education through structured programmes, experiential learning, and meaningful exchanges. A school flag-raising team was established to lead weekly assemblies, and National Security Education was integrated across subjects in line with Hong Kong's curriculum framework. Sister school partnerships were expanded, including reactivating ties with Yangshuo Sister School and forming new connections with Guangzhou Huadong School and Beijing Changping Mingxin School, enabling students to engage in cultural exchanges, experiential learning, and collaborative activities. Students participated in study tours and exchange trips to cities such as Foshan, Hangzhou, Guangzhou, Dongguan, Shenzhen, and Nanjing, deepening their understanding of Chinese history, culture, and technological development. KPM statistics showed notable improvements in national identity indicators. Local and global issues were explored through assemblies, OLE(LE), GLocal Week and post-exam trips, with students responding to the needs of minority groups through service learning. School-wide and class-based service campaigns supported underprivileged communities, including elderly centres, special schools, kindergartens, and missionary organisations, with positive feedback from service users. These efforts have successfully fostered a sense of civic responsibility, national pride, and global awareness among students, laying a strong foundation for future leadership development. Building on our success in national and civic education, the next development cycle will focus on nurturing Christ-centered, future-ready leaders with a vision that spans local, national, and global contexts. We will deepen sister school collaborations, expand experiential learning, and integrate leadership development into service programmes. Through cross-disciplinary collaboration and faith-based reflection, students will be empowered to lead with integrity, compassion, and a global perspective.

Major Concerns	Extent of targets achieved (Fully, Partly or Not Achieved)		Evaluation and Follow-up action
3. To enhance professional growth of teachers	To help teachers reflect on their learning & teaching and student development through conducting action research	Fully Achieved	The school's whole-school action research scheme, implemented from 2022 to 2025, successfully enhanced teachers' professional capacity and, in turn, benefited student learning. In the first year, the focus was on identifying research topics and devising concrete proposals. The scheme involved both experienced and new teachers, promoting the exchange of ideas and professional growth within subject panels. Over the following two years, a wider range of research topics emerged, including the use of AI, scenario-based learning, and various modes of assessment. The research findings were translated into concrete teaching practices that improved student learning effectiveness. Teachers shared their findings at department meetings and the Curriculum Celebration, maximizing the benefits of the scheme. By the concluding year, the scheme had demonstrably succeeded. A survey revealed that teachers found the action research helpful for reflecting on and improving their teaching, with an average score of 3.6 out of 5. This continuous cycle of planning, implementation, evaluation, and reflection has established a robust framework for sustained improvement in curriculum and pedagogy.
	To mentor the newly joined teachers and to equip the middle managers	Fully Achieved	Over the past three years, the school has built an effective mentoring system for newly joined teachers and strengthened the professional development of middle managers and emerging leaders. New teachers benefited from refined induction and mentoring programs tailored to professional and Christian education needs, supported by feedback, peer collaboration, overseas PD trips, and regular principal meetings, resulting in increased confidence and competence in their teaching, pastoral and CCA advisory roles. Middle manager development was another strategic focus in this cycle, with the "Middle Managers Professional Development" (MMPD), a 2-year program, launched in 2023/24. Nearly 90% of the inaugural cohort found the program valuable for nurturing servant leadership skills and mindset. In 2024/25, the program evolved into the "Christian Leadership Program", expanding to include future leaders and offering a school-based curriculum with readings, discussions, and case studies centered on Christian servant leadership. A mentoring initiative with the principal emeritus was also introduced to specifically support teachers in their third to fifth years.

Major Concerns	Extent of targets achieved (Fully, Partly or Not Achieved)		Evaluation and Follow-up action
			Going forward, the aforementioned strategies would be institutionalized while being reviewed and refined continuously to accommodate the changing professional needs of our teaching community, empowering teachers in nurturing future-ready learners and leaders. The school is committed to further investing in the growth of young Christian teachers and middle managers through enhanced collaboration with both local and overseas Christian educator networks, ensuring a sustainable pipeline of innovative, compassionate, and principled school leaders serving with grace and truth in Christ.
	To develop the differentiated appraisal system	Fully Achieved	In this cycle, the school successfully designed and implemented a differentiated appraisal system to support professional growth among teachers. The process began with a study of appraisal theory and best practices, leading to the development of a new appraisal instrument at the end of the second year. The tool, trialed for self-assessment and development, was found relevant and user-friendly. Structured domains and criteria encouraged meaningful self-reflection. By the third year, tailored post-appraisal feedback protocols were piloted for different roles—Subject Teachers, Form Teachers, and Functional Group members—allowing supervisors to provide effective, capacity-building oral feedback. Constructive responses from the trial guided further refinements. The appraisal system now supports professional dialogue, encourages honest, capacity-building feedback, and enhances teacher development. A KPM Teacher survey validated its impact, with a positive score of 3.91 out of 5 on its conduciveness to professional growth, confirming the system’s value in fostering continuous reflection and improvement within the teaching community.

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.

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

Students have demonstrated strong performance in achieving the seven learning goals. They consistently demonstrate strengths in values, learning attitudes, and the ability to apply knowledge and skills across disciplines, though there remain specific areas for continuous improvement.

National Identity

A strong sense of National Identity is evident, reflected in a Q-score of 116 (2024/25), along with a significantly improved global perspective. The global perspective Q-score has risen notably from 101 in 2023/24 to 116 in 2024/25. Students demonstrate a solid understanding of their civic responsibilities and a deepened appreciation for the nation's development and culture. Pride and respect for national identity have been nurtured through effective moral and civic education, regular national flag assemblies, the singing of the national anthem, citizenship lessons, assembly talks, and partnerships with Mainland sister schools. The substantial expansion of exchange programs (with both Mainland and overseas sister schools), the full resumption of GLocal Week, and students' enthusiastic participation in experiential study tours have further cultivated a broader national and global perspective among young minds. However, students still need to improve their ability to take multiple perspectives, as indicated by a Q-score below 90 in this area.

Breadth of Knowledge and Generic Skills

Breadth of Knowledge and Generic Skills remain strengths, validating the school's efforts to nurture self-directed, well-rounded learners while advancing the capabilities of high-achieving students. Our implementation of Differentiated Instruction across all forms, combined with the "Reading across the Curriculum" (RaC) initiative, challenges students through tiered projects and interdisciplinary reading and learning. APASO data supports this, revealing high intrinsic learning motivation (Q-score 111), dedication to mastery (Q-score 116), and diligence in self-initiated revision (Q-score 113). Students also benefit from broadened and deepened learning experiences across diverse contexts through interdisciplinary projects, such as the S.3 STEAMxBusiness module, the S.2 STEAMxEnglishxSocial Service project, iGEM, F1 in Schools, the JA Company Program, and subject-based enrichment activities. Furthermore, they display strong engagement in co-curricular activities (Q-score 116), as evidenced by their active participation in clubs, teams, school-wide events, and external competitions.

Information Literacy and Life Planning

When it comes to Information Literacy, students have progressed beyond basic digital fluency to develop critical AI literacy, achieving a high Q-score of 116 for effectively utilizing information technology in learning. This advancement is the result of the school's strategic emphasis on blended learning and AI literacy. In terms of Life Planning, students exhibit strong career aspirations and proactive engagement (Q-scores 107–116), with a clear sense of purpose regarding their academic and career goals.

Language Proficiency and Healthy Lifestyle

However, two key areas require attention: Language Proficiency and Healthy Lifestyle. While students demonstrate strong academic literacy, enthusiasm for leisure reading remains low, with a Q-score of 85 for engaging with non-assigned materials. This underscores the need to cultivate self-directed reading habits beyond academic requirements. Additionally, students lack confidence in public speaking, highlighting the need for further support in this area. Healthy Lifestyle concerns persist despite high scores for meaning in life (Q-score 116) and school satisfaction (Q-score 111), which reflect the success of the school's Positive Values Education initiatives. Some students, particularly in junior forms, report below-average scores for anxiety and depressive symptoms (Q-scores below 100) and low levels of positive affect. Furthermore, participation in physical activities remains inadequate, with students reporting a low frequency of exercise (Q-score 87).

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

The school has demonstrated effectiveness in enriching students' learning experiences, successfully fostering whole-person development and lifelong learning through strategic curriculum planning, systematic enhancement of core competencies, and a strong, values-driven ethos.

Breadth and Balance of Curriculum

The curriculum is both broad and balanced, ensuring academic rigour alongside ample opportunities for intellectual and experiential growth. The school has been fostering interdisciplinary connections, expanding the “Reading across the Curriculum” (RaC) initiative from initial collaborations (English and Geography) to a core strategy across multiple Key Learning Areas (KLAs) like History, Chinese History, and Mathematics. This complements the ongoing whole-school implementation of Differentiated Instruction (DI), employing strategies such as tiered tasks and challenging corners to ensure all students are consistently challenged, thereby enabling deeper engagement with subject content and strengthening the breadth of knowledge. Experiential learning is significantly enhanced through increased opportunities for Mainland study tours (e.g., Foshan, Hangzhou, Nanjing, and Beijing), full resumption of GLocal Week, and overseas exchange programs (e.g., Germany, Australia). These learning activities effectively broaden students' national and global perspectives while cultivating their cultural competence. Furthermore, multilingual learning in French and Japanese, supported by cultural exchange and direct interaction with native speakers, enriches cultural understanding and linguistic competencies, aligning with the goal of providing rich learning experiences through effective utilization of ‘learning time’.

Enhancement of Core Competencies

The school adopts a structured and multifaceted approach to cultivating core competencies, successfully promoting student agency and preparedness for the future. Generic skills are systematically developed through project-based learning and co-curricular activities and competitions (e.g., iGEM, Business Bazaar, Model UN, JA Company Program, F1 in Schools). These platforms provide essential practice in problem-solving, critical thinking, collaboration, and calculated risk-taking within complex, team-based environments. Language learning is also dynamic, integrating self-directed and blended learning strategies with activities like “Literary Walks”, Drama, Debate, and authentic interactions with foreign language speakers, thereby advancing Language Proficiency. The strategic integration of AI is instrumental in replacing student passivity with autonomy. AI is used as both a learning tool and a subject of study, empowering students to retrieve information, generate content, and critically evaluate AI outputs—a vital 21st century skill. The consistent use of digital platforms (Teams, OneNote, Google Classroom) makes blended learning integral to all subjects, directly improving students' Information Literacy and preparing them for career opportunities, as reflected in the commendable APASO Q-score of 116 for the effective use of information technology in learning.

Whole-Person Development

The structured values education program, which aligns VIA character strengths with the school's core values, has successfully cultivated a culture of well-being and character growth. Positive Education initiatives, such as "Gratitude Week" and student reflection tools, have successfully engaged all stakeholders, including parents. Furthermore, National and Civic Education is strongly integrated through flag ceremonies, C&S lessons, and the Mainland study tours, which have reinforced students' National Identity and civic responsibility. The inclusion of cultural workshops (traditional festivals, cuisine) has deepened students' understanding of Chinese culture. To foster a Healthy Lifestyle, the school organises well-being activities such as "Ice-cream Days" and mini-concerts to alleviate stress, complemented by PTA fruit days to promote healthy eating habits. Extensive Life Planning programs, including workshops, alumni talks, and career-related experiences, provide students with the necessary tools to set clear future goals, thereby fulfilling the comprehensive goals for student learning and development.

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

The school demonstrates effective, structured leadership and monitoring in guiding continuous improvement, built upon transparent planning, professional development, and evaluation. Leadership actively drives progress across all learning goals. For national and global identity, this involves organizing regular platforms like speeches under the national flag and planning continuous mainland tours and sister school visits to enhance connectedness. For breadth of knowledge, leadership mandates the long-term investment in the KE+ library building project and reinforces the methodology of cross-KLA collaboration and RaC, explicitly aiming to move students beyond passive learning toward self-initiated intellectual exploration.

The system's effectiveness is secured by pervasive collaboration and support among subject panels and the librarian, who together manage information literacy and integrate AI literacy into teaching. For language proficiency, this support is seen in action research projects by the Chinese and English departments and specialized professional development focused on assessment literacy, aiming to strengthen teachers' ability to provide high-quality feedback. Similarly, for generic skills, a structured approach is implemented through planning explicit goals and fostering competencies via high-stakes, large-scale co-curricular events like iGEM, Business Bazaar, and Musical.

To address healthy lifestyle, school leadership focuses on strengthening holistic support by integrating positive education and equipping Form Teachers to deliver social emotional learning practices. This ensures the continuous effort successfully translates intellectual progress into genuinely sustainable and healthy whole-person development, fulfilling the objective of developing capable lifelong learners. Our strong network with enterprises, local and overseas universities, parents and alumni has been conducive in our life planning work.

c. How Can My School Be Better

◆ What are my students' needs?

Cognitive and Critical Thinking Skills

To prepare our students for an increasingly complex world, it is vital to strengthen their capacity to take multiple perspectives and approach issues with intellectual flexibility and empathy. Developing critical thinking and problem-solving skills will enable students to navigate challenges thoughtfully and creatively. Additionally, students need explicit guidance in consolidating and synthesizing knowledge across disciplines, fostering their ability to apply ideas in integrated and innovative ways. This approach will encourage them to break free from subject-specific silos and adopt a more interdisciplinary mindset.

Language, Reading, and Oracy Development

Encouraging leisure reading is crucial, as students currently engage in reading primarily for academic or assessment purposes, with limited time dedicated to non-assigned reading. By fostering a love of reading for enjoyment, students can expand their horizons and deepen their intellectual curiosity. Furthermore, to build confident communicators, students require more training and opportunities in oracy skills, equipping them to articulate ideas effectively in public speaking and collaborative settings. Lastly, there is a need to enhance written expression in both English and Chinese. Current writing tends to rely on conversational or colloquial language, underscoring the importance of developing a richer vocabulary and the ability to express ideas with clarity and sophistication.

Digital Literacy, Ethics, and the Use of AI

Our students must be equipped with the skills to navigate the digital world responsibly and effectively. While they demonstrate strong digital fluency, further training in critical evaluation, particularly in assessing the accuracy, relevance, and bias of online and AI-generated content is required. Clearer guidelines and enforcement are also necessary to promote the ethical use of AI and to prevent plagiarism. In addition, explicit instruction in cultivating healthy digital habits is essential to help students balance their reliance on technology with personal well-being. By fostering criticality, ethics, and wellness in their technology use, our students will be better prepared to engage responsibly in the digital age.

Affective, Social, and Physical Well-being

The well-being of students is foundational to their personal development and academic success. Despite the school's strong emphasis on positive education initiatives, challenges remain in several areas. Participation in physical exercise is insufficient, requiring immediate attention to encourage more active and healthy lifestyles. Emotionally, a significant number of students, particularly in junior forms, report symptoms of anxiety and depression, as well as low levels of positive affect. Strengthening the emotional support network within the school is critical to addressing these issues. Furthermore, students need to develop greater social and emotional maturity, including skills in teamwork, conflict resolution, responsibility, and respect for others. Preparing students to work effectively with individuals from diverse linguistic and cultural backgrounds will also be prioritized, ensuring they are equipped for success in an interconnected world.

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

Leadership, Professionalism, and Collaborative Culture

The school's capacity is founded on its visionary, forward-looking leadership that is open to new ideas, actively driving progress across all learning goals and enforcing collaboration. This leadership operates through a continuous improvement cycle, which includes holding a Yearly Special Staff Meeting to discuss the planning, implementation, and evaluation of major concerns and yearly theme, where teachers' views and feedback are collected as valuable input for planning. This process strengthens the established P-I-E-P (Planning-Implementation-Evaluation-Planning) process for SSE.

A key strength lies in our collaborative culture: teachers are willing to collaborate with colleagues from different KLAs or functional groups, bringing together new ideas for learning and teaching and for students' holistic growth. They are also open to working with external parties. A sustainable pipeline of leaders is ensured through the established mentoring system and the focused Christian Leadership Program. The differentiated appraisal system successfully supports professional dialogue and capacity-building feedback.

However, a critical limitation is that some newer teachers and middle managers are still green, despite their willingness to learn, innovate, and strive for professional growth. While the school commits to investing resources into teacher development at different stages, this demands intensive, ongoing supervision and support, as well as effective knowledge management to ensure consistent, high-quality execution of school major concerns, especially new ones like the full integration of AI literacy and technology-based pedagogy.

Strategic Management and Evaluation Mechanism

Resource deployment is strategic and explicitly aligned with priorities. Notable investments include the KE+ Library and Dorm Building Project and expansion of sister school partnerships. The school actively draws on a strong external network of support from parents, alumni, teaching consultants and external parties (e.g. enterprises, NGOs, sister schools, universities, etc) to secure resources for future development.

To strive for continuous improvement, the school's SSE mechanism has to be continuously strengthened in terms of monitoring and the effective use of evidence and data. For instance, certain targets in the previous cycle, such as enhancing RaC, were only "Partly Achieved". This highlights the need for the evaluation system to be refined to better diagnose the causes of partial success and translate diagnostic data more quickly into targeted pedagogical or structural interventions, ensuring efforts lead to effective student outcomes.

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

Augment future-ready learning and teaching through the use of digital technologies and AI

One of our priorities is to enhance learning and teaching through pedagogical integration of digital technologies and AI through the adoption of a multi-faceted strategy. This includes developing a school-based digital competence framework to guide the whole-school development of digital literacy and AI readiness. The school will strategically integrate AI tools and platforms to support differentiated instruction, enhance personalized learning, and boost overall learning and teaching effectiveness. Key to this integration is the need to design and implement pedagogies that leverage AI as a collaborative tool, fostering critical thinking and metacognition skills among students. Furthermore, it is crucial to embed AI literacy within the curricula and promote school-wide awareness of the ethical use of AI. This ensures that students are equipped not as indiscriminate users, but as discerning, healthy, and responsible consumers and creators of digital information, thereby developing their critical and ethical digital citizenship. To this end, we will provide targeted professional development and foster learning communities to build teacher capacity and share best practices.

Cultivating intrinsic curiosity and knowledge synthesis

The intellectual priority is to ensure academic depth translates into intrinsic curiosity and the ability to consolidate knowledge across disparate domains, which is essential for breadth of knowledge.

This priority involves a dual strategic approach. The school demonstrates a long-term commitment to enhancing knowledge acquisition co-creation through the KE+ Library Building Project. It will create a dynamic, future-ready space that actively fosters both a strong reading culture and serves as a dedicated hub for research, collaboration, and creativity. We will formalize Cross-KLA Collaboration as a platform for knowledge synthesis. The interdisciplinary tasks provide opportunities for the students to consolidate and synthesize knowledge across disciplines, applying knowledge in different contexts and driving their curiosity to pursue diverse knowledge, thereby fostering the intellectual flexibility necessary for a complex world.

Advancing competent and confident communication

The priority is building the students' oracy competency and developing their self-directed language learning skills. We need to strengthen the coordination, training, and support for students participating in interdisciplinary programs across defined major strands such as Science, STEAM, Entrepreneurship, and Humanities, providing rich content and contexts for verbal communication. Additionally, we will create diverse platforms for students to showcase their language skills, allowing them to take ownership of their learning and practice their oracy in authentic, meaningful ways. Furthermore, the junior-form curriculum will be revised to strengthen the oracy training in public speaking and debating, in addition to the speaking skills covered in the curriculum. The language departments can intensify the use of digital technologies, including AI, to gear the students up for being self-directed language learners. This ensures students not only speak fluently but write with clarity, sophistication, and academic rigor essential for effective future communication.

Establishing holistic wellness and active autonomy

Another development priority is mitigating the effects of academic pressure and time scarcity, which lead to limited participation in physical exercise and occurrences of anxiety and depression, particularly in junior forms. This requires optimizing our existing capacity for holistic support. Planning will focus on formalizing and funding the Wellness Support Network to counter these trends. We will finalize the establishment and operation of the planned Wellness Hub, integrating the 5Rs (Rest, Relaxation, Resilience, Relationship, and Revival) into daily routines. We will leverage the dedicated Social Emotional Learning (SEL) framework and the trained Form Teachers to provide targeted instruction in self-awareness and time management, directly addressing the students' need for self-management. This ensures that students can sustain their academic pursuit without compromising their health.

Enhancing Students' Multi-Perspective Thinking

Students must develop the ability to examine issues from multiple perspectives, recognizing the complexity of both local and global challenges. To achieve this, they require structured opportunities to engage in diverse educational experiences, including interactions with peers and mentors from various social, linguistic, and cultural backgrounds. Such exposure fosters open-mindedness, empathy, and the critical analytical skills needed to synthesize information and challenge assumptions. These competencies are vital for nurturing adaptive, responsible, and culturally competent citizens in an interconnected world.

Addressing Teacher Professional and Leadership Development Needs

Teachers need ongoing, targeted professional support to address emerging priorities and enhance their professional growth. With a slightly more stable staff team this year, the focus in the next cycle will be on building teachers' capacity, expanding the talent pool, and strengthening the leadership pipeline. Young teachers require opportunities to deepen their expertise and share best practices, while middle managers need support in curriculum leadership and the integration of Christian educational values. Additionally, school leaders require development in faith-based leadership and strategic decision-making aligned with the school's vision and mission.

2. Major Concerns of the 2025/26 – 2027/28 School Development Cycle

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

1. To develop competent and confident future-ready learners
2. To nurture future-ready leaders with a value-driven mindset

Major Concerns	Targets	Time Scale			A General Outline of Strategies	Seven Learning Goals
		2526	2627	2728		
1. To develop competent and confident future-ready learners	To enhance learning and teaching through pedagogical integration with digital technologies and AI	✓			Develop a school-based Digital Competence Framework to guide the whole-school development of digital literacy and AI readiness	- Breadth of knowledge - Information Literacy - Generic Skills
		✓	✓	✓	Strategically integrate AI tools and platforms to support differentiated instruction, enhance personalised learning and boost overall learning & teaching effectiveness	
			✓	✓	Design and implement pedagogies that leverage AI as a collaborative tool fostering critical thinking and metacognition skills	
		✓	✓	✓	Embed AI literacy through Junior Secondary curricular and promote school-wide awareness of ethical use of AI.	
		✓	✓	✓	Provide targeted professional development and foster learning communities to build teacher capacity and share best practices	

Major Concerns	Targets	Time Scale			A General Outline of Strategies	Seven Learning Goals
		2526	2627	2728		
	To develop proficient, confident biliterate and multilingual learners	✓	✓	✓	Advance self-directed language learning by creating diverse platforms for students to showcase language skills	- Language proficiency - Generic skills - Information literacy
		✓	✓	✓	Promote reading for pleasure and academic purposes across the curriculum	
		✓	✓	✓	Systematically sharpen oracy skills in Chinese and English	
		✓	✓	✓	Strengthen foreign language acquisition across junior and senior forms	
	To foster the acquisition of 21st century skills through cross-curricular learning	✓	✓	✓	Implement systematic in-class cross-curricular learning in S.1-S.3	- Generic skills - Breadth of knowledge - Language proficiency
		✓	✓	✓	Implement in-class student-led project-based learning in S.4	
		✓	✓	✓	Strengthen the coordination, training and support for students participating in inter-disciplinary programmes across defined major strands (Science, STEAM, Entrepreneurship, Humanities).	

Major Concerns	Targets	Time Scale			A General Outline of Strategies	Seven Learning Goals
		2526	2627	2728		
2. To nurture future-ready leaders with a value-driven mindset	Cultivate Christ-centred future-ready leaders who embody a vision that encompasses local, national and global perspectives	✓	✓	✓	Equip students with future-ready leadership traits, including integrity, adaptability, growth mindset, collaboration, multi-perspective thinking and inclusiveness	- Life planning - Generic skills - National and global identity
		✓	✓	✓	Foster a discerning heart in students through active community engagement	
		✓	✓	✓	Emphasize the sustainable development goals (SDGs), including Reduced Inequalities, Responsible consumption and production and Climate action	
	Enhance students' physical, social and emotional well-being	✓	✓	✓	Enhance students' social skills and emotional intelligence through social-emotional learning	- Healthy lifestyle - Generic skills
		✓	✓	✓	Cultivate a healthy and positive campus atmosphere by promoting 5Rs	
		✓	✓	✓	Strengthen the support network for students' well-being	