

# Hong Kong Taoist Association Tang Hin Memorial Secondary School

## School Development Plan 2024/25 - 2026/27



# *School Development Plan*

*The following document is the School Development Plan for 2024-2027.*



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# 1. School Vision & Mission

## Introduction

*Lao Tzu: “Tao gives birth to all things and creatures. Teh(Virtue) nourishes them. They receive their forms according to nature. And they are completed in accord with circumstances. Therefore, all things in the universe honour TAO and highly value Teh.”*

道祖：「道生之，德蓄之，物形之，勢成之。是以萬物莫不尊道而貴德。」

*Confucius: “Man glorifies Tao, not vice versa”*

《論語》：「人能弘道，非道弘人。」

## School Mission

Our mission is to provide a holistic education based on Taoism, placing equal emphasis on students’ moral, intellectual, physical, social and aesthetic development. In accordance with our motto “Grasp Principles, Cultivate Virtues”, we are dedicated to helping students develop moral integrity and academic excellence.

本校秉承母會「以道為宗，以德為化，以修為教，以仁為育」的辦學宗旨，推行「道化教育」，並以「明道立德」為校訓，透過品德和學業兼備的全人教育，使學生在德、智、體、群、美各方面都得到全面發展。

## Our Commitments

- 1) To help students cultivate a positive attitude towards life
- 2) To develop students’ ability for lifelong learning and help them achieve their full potential
- 3) To integrate physical education into daily life and cultivate the value of good health
- 4) To promote ‘One Art for Life’ and foster students’ interest in co-curricular activities
- 5) To nurture their spirit of mutual help and serving the community

## 2. Holistic Review of School Performance

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

#### Major Concern 1: To develop a personal growth programme that helps to give students a purpose in life

Target	Extent of the target achieved	Follow-up action(s)
<p><b>Target 1:</b> To help students improve themselves through positive education</p> <ul style="list-style-type: none"> <li>● Enrich teachers' knowledge on positive education.</li> <li>● Educate students on the importance of self-discipline through formal and non-formal curriculum.</li> <li>● Improve students' self-management skills in the formal and non-formal curriculum.</li> <li>● Help students build a healthy self-image and improve self-esteem.</li> </ul>	<p>Mostly achieved</p> <p>Fully achieved</p> <p>Fully achieved</p> <p>Partly achieved</p> <p>Partly achieved</p>	<p>Continue to be a major concern for the next development cycle with adjusted target(s) The PERMA framework can be incorporated as routine work. Students' positive emotions, engagement and relationships can be further enhanced through ECA and service. They can be encouraged to explore the meaning of life through values education to develop positive values and attitudes. More success experiences and celebrations of progress can be provided for students to build their sense of achievement so that their confidence and self-esteem can be strengthened.</p> <p>Incorporated as routine work</p> <p>Incorporated as routine work</p> <p>Incorporated as routine work More can be done to improve students' stress management skills and promote their mental wellbeing.</p> <p>Continue to be a major concern for the next development cycle with adjusted target(s) More can be done to improve students' self-confidence.</p>
<p><b>Target 2:</b> To encourage students to set goals in their study and life.</p> <ul style="list-style-type: none"> <li>● Help students set and achieve short-term goals.</li> <li>● Promote career and life planning for long-term achievement.</li> </ul>	<p>Partly achieved</p>	<p>Continue to be a major concern for the next development cycle with adjusted target(s) More emphasis can be placed on helping students to set more specific goals in their life planning and to live a meaningful life. More information can be given to students about different types of careers and different pathways.</p>

<p><b>Target 3:</b> To facilitate students to take action in order to improve themselves</p> <ul style="list-style-type: none"> <li>● Encourage students to conduct personal review regularly.</li> <li>● Foster student engagement in school and community service.</li> <li>● Enhance students' leadership and participation in ECAs.</li> <li>● Help students to be responsible citizens and enhance their sense of national identity.</li> </ul>	<p>Fully achieved</p> <p>Fully achieved</p> <p>Fully achieved</p> <p>Fully achieved</p> <p>Fully achieved</p>	<p>Continue to be a major concern for the next development cycle with adjusted target(s) Although the target has been achieved as the success criteria have been met, it is still important to encourage students to take action to improve themselves. The "Know, Feel, Act" trilogy should be further promoted to help students develop in a holistic way, especially in the cultivation of moral values and national identity.</p> <p>Incorporated as routine work</p> <p>Incorporated as routine work</p> <p>Continue to be a major concern for the next development cycle with adjusted target(s) Although the target has been achieved as the success criteria have been met, it is still necessary to foster leadership and entrepreneurship among students. More emphasis will be placed on developing the proper values and attitudes in students as leaders and encouraging them to serve the school and the community.</p> <p>Continue to be a major concern for the next development cycle with adjusted target(s) Although the target has been achieved as the success criteria have been met, there is still room to strengthen students' understanding of the 12 priority values introduced by the EDB and the traditional Chinese values emphasised by our school's mission. More opportunities can also be created for our students to develop a deeper understanding of our country's culture, history and development through the "Know, Feel, Act" trilogy.</p>
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**Major Concern 2: To develop an effective learning programme that helps students achieve their full academic potential**

Target	Extent of the target achieved	Follow-up action(s)
<p><b>Target 1:</b> To help students learn more effectively by revising the curriculum</p> <ul style="list-style-type: none"> <li>● Improve the curriculum in order to help students strengthen their learning abilities.</li> <li>● Engage students in more in-depth study by revising the senior secondary curriculum.</li> <li>● Utilize the released lesson time after optimising the four senior secondary core subjects to arrange life-wide learning activities for S4 students.</li> </ul>	Fully achieved	<p>Continue to be a major concern for the next development cycle with adjusted target(s)</p> <p>Although the target has been achieved as the success criteria have been met, the curriculum can still be revised to meet the needs of the students. More knowledge and skills in technology and STEAM education can be included in the curriculum. More contemporary issues can be introduced to students to broaden their knowledge base.</p>
<p><b>Target 2:</b> To enhance student learning by adopting effective pedagogy and assessment strategies</p> <ul style="list-style-type: none"> <li>● Upgrade teaching and learning strategies through staff development, peer observation, sharing and collaboration among teachers.</li> <li>● Improve the mentoring programme for new teachers</li> <li>● Strengthen the implementation of the assessment for learning.</li> </ul>	Partly achieved	<p>Continue to be a major concern for the next development cycle with adjusted target(s)</p> <p>More appropriate teaching and learning strategies can be used to enhance students' cognitive development. The principle of Assessment for Learning will continue to be upheld to improve student learning through positive teacher feedback and student self-reflection. Professional exchanges will be further promoted to help new teachers improve their teaching effectiveness.</p>
<p><b>Target 3:</b> To improve students' learning skills and attitude</p> <ul style="list-style-type: none"> <li>● Facilitate e-learning to help students learn actively and independently.</li> <li>● Teach students independent learning skills.</li> <li>● Promote reading</li> <li>● Arrange cross-curricular activities to increase student engagement and</li> </ul>	Mostly achieved	<p>Continue to be a major concern for the next development cycle with adjusted target(s)</p> <p>Self-directed learning will continue to be encouraged. More opportunities can be provided for students to use their generic skills in an integrated way. More authentic experiences can be created for students to use English and build their confidence.</p>

upgrade their application skills ● Enhance student proficiency in English.		
<b>Target 4:</b> To cater for students with different learning abilities and to help them achieve their full academic potential ● Help less able students to learn better by organizing remedial classes, improving teaching strategies and motivating them to learn. ● Provide special care for the students with special educational needs. ● Offer more opportunities to gifted students to develop their special talents.	Fully achieved	Continue to be a major concern for the next development cycle with adjusted target(s) Although most of the measures can be implemented as routine work, it is still necessary to refine the strategies to meet the diverse learning needs of students.



## **B. School Self-evaluation**

*Based on the reflection against the seven learning goals, school self-evaluation is conducted to review how good the school is in fostering whole-person development and lifelong learning of students.*

### ***B1 How good is my students' performance in achieving the seven learning goals?***

- Our students are self-disciplined and well-behaved. They are diligent, responsible and cooperative. They are respectful of their teachers and kind to others. They have developed a positive moral code and a high level of moral awareness as evidenced by high P-scores (85.7) in the APASO III (2024). Their good behaviour is always appreciated by teachers and parents, as shown in the stakeholder survey. In addition, students are willing to volunteer in the community and demonstrate a good spirit of service to others, both at school and in the community. This is evidenced by the high participation rates and high P-scores (85.7) in the APASO III (2024). As a result of the high level of participation in the service, our school received the Be Kind School (2024) award. Student leaders are highly responsible, show good leadership and serve as good role models for their peers. As a result of their outstanding achievements, the students have been awarded prizes such as the Hok Yau Club Outstanding Student Leaders Award (2023), the Best School Team Award in the North District Outstanding Student Selection (2023), the Chinese Writing Competition (junior secondary) in the North District Outstanding Student Selection (2024), the Top 10 Outstanding Students in the New Territories Outstanding Student Selection (2023) and the First-runner up Award in the Greater Bay Area Outstanding Student Selection (2024).
- Our students show a strong sense of national identity as evidenced by the P-scores (85.7) in the APASO III (2024) and their active participation in activities related to Chinese culture and national education. Students have also demonstrated a good understanding of the Basic Law and the National Security Law. All S6 students achieved "Attained" in Citizenship & Social Development in the HKDSE 2024. Almost all students (99.5%) participated in external competitions on the Basic Law and National Security. Outstanding awards were received such as the first runner-up prize in the Territory-wide Inter-school Constitution and Basic Law Competition (2024) organised by the EDB. In the Territory-wide Inter-school National Security Knowledge Challenge organized by the Department of Justice, the Education Bureau, the Security Bureau and the Shine Tak Foundation (2024), our school was the First Runner-up in the Secondary School section and the Champion in the individual section. Our students were invited to share their thoughts and experiences in the competition and mainland visit with government officials and they showed their sense of patriotism on National Security Education Day (15/4/2024). Students have also shown an interest in global issues. The P-scores for "global perspective" and "global competence" in the APASO III (2024) were high (85.7). Our students are capable of being responsible and law-abiding citizens with a sense of national and global identity.
- Our students demonstrate a serious attitude to learning and pay close attention to teachers' instructions in class. They actively participate in learning activities. Active classroom interactions are observed. They are also receptive to feedback from teachers. They complete assignments and take assessments seriously. They have acquired and developed a broad and sound knowledge base. They have demonstrated a high level of understanding of their subject knowledge and skills, as evidenced by their internal and external examination results. They can also contextualise contemporary issues within their everyday lives. As a result, the students' public examination results are pleasing. For example, the percentages of Level 4 or above and Level 5 or above in the HKDSE have been well above the average for all candidates in recent years (2012-2024). In the last three years (2022-2024), the percentages of our students meeting local university admission requirements were 95.7%, 98.2% and 95.5% respectively. They have achieved good academic results.

- Our students are equipped with the attitudes and skills for lifelong learning. They take responsibility for their own learning and most of them show a good command of basic learning strategies such as note-taking, use of IT, highlighting key points and pre-lesson preparation. They are willing to set goals and to improve themselves through reflection. Their reading habits and attitudes are also good, as evidenced by their reading performance and P-scores (Reading - Keen on - 85.7, Reading - Good Strategies - 85.7) in APASO III (2024). Students have acquired a range of generic skills including thinking, communication, IT, collaboration, self-learning and self-management skills. These skills enable them to become independent learners, which is beneficial for future studies and work. Junior Form students demonstrate good comprehension and application skills. Senior students excel in critical thinking and problem solving. In general, students are able to use information and information technology ethically, flexibly and effectively, as evidenced by their performance and behaviour in e-learning.
- Our students achieve biliterate and trilingual communication proficiency, which can enhance their academic and personal lives. They are able to communicate with others in Cantonese, Putonghua and English. They are proficient in Chinese language and English language, as evidenced by their performance in learning activities and public examinations. As reported by teachers, students are able to learn in English without much difficulty. They also actively participate in English learning activities. With good communication skills, students can express their ideas and actively participate in learning activities.
- With their positive learning attitude and skills, our students have won many prizes and scholarships, such as university scholarships, the Grantham Scholars of the Year Award, the Hong Kong Buddhist Association Scholarship, the First Runner-up Award in the "Master-Insight" Tang Poetry Speech Festival (2023), the Top Medal Winners in the ICAS 2023 Competition in the Hong Kong and Macau region, the Champion Award in the Hong Kong Economic Times - English Writing Contest (2023), the Best School Award in the International Biology Olympiad Hong Kong Contest (2023), the Bauhinia Club Award for the Creative Writing Fiction Group in the Hong Kong Young Writers Award (2024), the Champion in the Mooting and Mock Trial Competition (2024), and so on. Students have also excelled in mathematics, science, information technology, writing, calligraphy, speech, debate and public speaking competitions.
- Our students have high expectations for further studies and future careers, as evidenced by high P-scores (career aspiration - consider prospect - 85.7, expected future career - 80.7, educational aspiration - education level - 85.7) in APASO III (2024). In career and life-planning activities, students are able to identify their own interests, aptitudes and abilities, which enables them to make informed choices about subjects in Senior Forms and in tertiary education. This process enables them to set goals and achieve their study and career aspirations. Our graduates go on to study at university and work in a wide range of professions including medicine, Chinese medicine, radiotherapy, physiotherapy, occupational therapy, pharmacy, nursing, speech therapy, science, engineering, law, business, accountancy, finance, education, journalism, etc.
- Most of our students have developed a healthy lifestyle, as evidenced by their active participation in physical and aesthetic activities such as sports training, sports teams, sports competitions, music interest classes, music contests, art activities, dance teams, dance competitions, drama, Chinese calligraphy, and so on. Students have demonstrated their appreciation of sports and arts in these activities. Some of them also show their talents in sports and arts and have won awards such as the Championship in Hong Kong Inter-Secondary School (Single-Ball Style) Dodgeball Championship (2023), the Championship in Jump Rope for Heart Interschool Rope Skipping Competition (2022,2023,2024), the Overall Championship in Bonding Basketball League (2023), Honour Award in Schools Dance Festival (Jazz & Street Dance) (2022), Gold Award in Open Dance Contest-Jazz Dance (Group) (2023), Honour Awards in Schools Dance Festival (Chinese Group Dance) (2024), Gold Award in Chinese Instrument Ensemble at the JSMA Joint School Music Competition (2024), etc. Our school has also won other awards in drama, art, basketball, handball, table tennis, swimming and so on. Through these activities, the students show evidence of good physical and mental

well-being, as evidenced by their positive emotions (e.g. interest, joy, happiness, self-confidence, sense of achievement, etc.). They have a strong sense of belonging, enjoy their school life and get on well with each other. They are very proud of being "Tanghinians". They also learn about healthy living, the importance of being anti-drug and are provided with sex education.

***B2 How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?***

- In line with educational trends and the school's mission, we aim to provide students with a broad and balanced curriculum with emphasis on moral, intellectual, physical, social and aesthetic development. The formal curriculum covers all KLAs with some modifications in recent years to meet the needs of the school and the students. To promote STEM education, computer literacy has been integrated into the STEM curriculum to form a new subject in Junior Forms called ICT & STEM. Life Education (LE) in Junior Forms is a school-based subject that focuses on inculcating traditional Chinese values in students. In addition, after optimising the four core subjects in Senior Forms, the released lesson time has been allocated to organising LWL activities for S4 students, which cover the five essential learning experiences, namely values education, intellectual development, community service, physical and aesthetic development, and career-related experiences. In addition, more out-of-class learning time, including after-school sessions and a Life-wide Learning Day, has been created to extend students' learning experiences, broaden their horizons and develop their potential in various aspects.
- Developing an effective learning programme to help students prepare for lifelong learning and achieve their full academic potential has been one of the school's development priorities for many years. We continually evaluate the effectiveness of our strategies and encourage departments to revise their curriculum, teaching and assessment. The departments review their curricula accordingly to improve students' knowledge and skills in response to students' needs and the changing requirements of the EDB, public examinations and university admissions. They also focus on improving the junior secondary (JS) curriculum to prepare students for study at senior secondary (SS) level. They have been concerned with vertical continuity and the establishment of a transition between key stages. They have raised the level of expectations for students from JS to SS. For example, curricula are primarily designed in a spiral approach, from basic knowledge in JS level to higher order thinking in SS level. In some subject groups, SS teachers are assigned to some JS classes in order to better understand the performance of the students.
- To help students build a solid knowledge base, teachers focus on helping students understand the concepts and key learning points through appropriate teaching strategies and classroom interactions. They usually use examples from everyday life for illustration. Contemporary issues are also introduced to students at different levels through reading or self-directed learning such as project-based learning and pre-lesson preparation. Students' knowledge base and horizons can be broadened through reading programmes. Our school has made great efforts to promote Reading to Learn and Reading Across the Curriculum (RaC). Subject departments have formulated subject-based reading plans, including reading activities and assessment methods. They also collaborate with other subjects to promote RaC. Various activities such as inter-house reading competitions, academic talks and book exhibitions are organised to create a reading atmosphere. Our school's publications, such as anthologies, provide a good platform for students to share their literary works. School library also works closely with different subjects to promote reading. In addition, students are encouraged to read online articles and complete self-assessments.

- To promote self-directed learning and develop students' generic skills, teachers have placed greater emphasis on developing these skills through classroom teaching and assignments. They often require students to engage in reading, pre-lesson preparation, group discussion, self-assessment and peer assessment. They also encourage students to raise questions or ideas to develop thinking skills. In addition, students are encouraged to set goals for their learning, to take notes in class, to draw concept maps, to write summaries and to reflect after an assessment. Cross-curricular learning activities (e.g. RaC and LWL) are also encouraged to strengthen students' application skills. To help students develop and apply generic skills in an integrated way, project learning is arranged in each KLA. In S3, cross-curricular project learning is organised to enhance their ability to apply knowledge across disciplines. Students decide on the titles of their projects and complete the group projects independently. All S3 teachers are assigned as mentors and give advice to the students. A presentation day is held for all S3 students to showcase their learning outcomes and awards are given to those with outstanding performance.
- To enable students to become proficient in biliterate and trilingual communication for better study and life, various learning activities are organised, including classroom learning, reading promotion, book exhibitions, debates, drama, speeches, writing competitions, study tours, visits and other life-long learning activities. Learning support is provided to enhance students' ability to use English as the medium of instruction (MOI), including a summer bridging programme designed by English teachers to help new S1 students adjust to an English learning environment. Bridging programmes organised by teachers of individual KLAs are implemented at the beginning of the school year to help S1 students improve their language skills. A split class programme is also implemented to improve the English language skills of S1 and S2 students. Groups of weaker students are given extra support in terms of vocabulary and grammar. Worksheets of different levels of difficulty are produced and more frequent assessments are arranged to help them consolidate their English base. In addition, Language Across the Curriculum (LaC) programmes are organised for students to apply their skills across EMI subjects. To create an English learning environment, a wide range of activities are organised to promote the use of English outside the classroom, including drama, debating, public speaking, reading, writing, English Speaking Week, English Day and English Corner.
- Various learning activities such as lesson preparation, e-reading, e-assessment and project-based learning are arranged to provide students with opportunities to use information technology (IT) in learning. Teachers also use the e-learning platform TEAMS to support student learning. To prepare students to use information and information technology ethically and appropriately, information literacy knowledge and skills are introduced to students in LE, L&S, CS and ICT&STEM curricula. In addition, life-wide learning activities are organised, including the "My Pledge to Act" programme and the Monthly Moral Programme in March. The activities help students to develop media and information literacy skills, such as the ability to identify false information, ethical use of technology and compliance with relevant laws.
- Our school has developed an assessment policy which aims to implement 'Assessment for Learning' and to cater for the diversity of our students. Continuous assessments and end-of-term assessments are used to monitor students' learning progress. A variety of assessment modes, including oral questioning, observation of students' behaviour and performance in class, homework, quizzes, tests and examinations are used to evaluate students' progress in acquiring skills and knowledge. To reinforce and improve learning, students are given constructive feedback and encouraged to reflect on their progress. In academic subjects, students are provided with suggested answers. Exemplars of students' work are selected and made available to other students for reference. Assessment data is analysed and students' strengths and weaknesses are identified in panel meetings to provide a direction for the planning of follow-up actions. To meet the needs of learners, the proportion of questions of different levels of difficulty in assessment papers is discussed. Varied forms of assessment (e.g. written exams, practical work,

project learning, online assessment, etc.) are used.

- Our school places great emphasis on catering for learner diversity. Additional teaching staff and assistants have been employed to provide remedial support and to assist teachers in the design of learning and teaching materials. A range of strategies are used to meet the needs of less able students. Enrichment courses after school or on Saturdays are designed to meet the learning needs of the students. An Academic Support Team has been established to monitor the progress of the less able students. On the other hand, a team comprising a SENCO, a counsellor, guidance teachers and social workers has been set up to help students with special educational needs (SEN) to learn better through special arrangements and individual care. In order to maximise the potential of students, a Gifted Student Development Unit has been established to promote opportunities for gifted students. They are encouraged to take part in various enhancement and training programmes and to participate in inter-school competitions.
- In addition to lifelong learning, our school has a commendable commitment to the development of the student as a whole person. The overall planning of our student support work is in line with the school's mission and motto. One of the focuses is to cultivate positive values and attitudes in the students through a whole school approach. The learning elements of positive values and attitudes are 'naturally linked and organically integrated' into the content of different subjects and life-wide learning activities. The school-based curriculum of Life Education in JS level is based on Confucianism and Taoism. Through the study of the quotations from sages, students gain a deeper understanding of traditional Chinese culture and values. Teaching content and activities are based on life events and learning is strengthened through case discussions. Students are also encouraged to read moral education books to deepen the teaching theme, making it easier for students to understand moral values and cultivate a reflective spirit. In terms of assessment, students are mainly involved in practical activities such as reading reports, thematic studies and self-assessment, etc. The 'Good Student Behaviour Award Scheme' is also in place to help students cultivate positive and correct values and a sense of belonging to their family, community and country. The Life Education curriculum is constantly reviewed to meet the needs of our students. Furthermore, our school has developed a Monthly Moral Programme with monthly themes such as goal setting, moral cultivation, life planning, national education, information literacy, service and self-reflection. It aims to deepen students' understanding of the correct values and attitudes through various activities such as morning assembly speeches, talks, exhibitions and class discussions. Students can share their feelings and write about the moral theme in 'My Learning Journal'. With useful feedback from class teachers, effective communication and solid relationships are built between teachers and students.
- Our school has also put a lot of effort into educating students to become responsible citizens with a sense of national identity. All KLAs have expanded the content of national security education. The introduction of the Constitution, the Basic Law, the Hong Kong National Security Law and the rule of law enables students to properly understand the relationship between our country and Hong Kong and the importance of being law-abiding. A whole-school approach is adopted to help students develop self-discipline through the implementation of school rules and the provision of guidance. Various activities are organised to strengthen students' sense of national identity. These include flag-raising ceremonies, speeches under the flag, exhibitions, games, lectures, competitions, visits and study tours to the Mainland. To cultivate students' love of Chinese culture, students are encouraged to participate in Chinese cultural interest classes and competitions, such as Chinese instrument classes, Chinese dance team, arts and crafts classes, calligraphy competitions, inter-school speech festivals and activities related to Chinese festivals, etc.
- To equip students with proper attitudes, skills and knowledge for life planning, the Careers Unit organises a wide range of programmes, including a Careers Week, workshops, seminars for students and parents, and visits to workplaces. Information about local universities, overseas study, Mainland universities and different

types of careers is also provided for students through TEAMS and seminars. In JS level, the focus is on increasing students' self-awareness of their own interests, aptitudes and abilities, and providing information about different pathways. Students are also encouraged to develop and reflect on personal goals. The structure of the Senior Curriculum is presented to S3 students and their parents to enable them to make informed choices for further studies. In SS level, a mentorship programme is supported by the Alumni Association. Mentors are our alumni who share their work experience with their mentees. A variety of activities are organised to prepare students for further studies and the world of work. These include workshops on financial planning and resume writing, talks on setting life goals and the development of the Greater Bay Area, mock JUPAS, mock DSE release, mock interviews, internships, etc. The Careers Unit also works with other units, such as the Counselling Unit, to organise activities for students, such as life planning programmes for SEN students.

- Our school has provided ample opportunities for students to participate in a wide range of LWL activities to meet their diverse needs and interests and to enhance their mental well-being. These include special events such as Picnic Day, PE Day, Music Contest, Activity Day, Open Day and various post-exam activities. ECA organisations include the Student Union, four houses, thirty clubs, sixteen service teams and thirteen school teams. Students are required to join at least one club or society in the ECA organisations as a condition of promotion to higher forms. In addition, courses or training programmes such as music, dance, sports and art are organised for students to develop their interests. To promote the policy of "One Art for Life", students are encouraged to participate in at least one cultural or artistic activity. The spirit of service and leadership among students is also fostered through service programmes (e.g. S2 Service Scheme, Social Service Team, Elderly Academy and joint programmes with NGOs) and leadership training programmes. A Student Mentorship Scheme has been set up to provide senior students with the opportunity to mentor S1 students and to foster a caring school culture. Overseas trips (e.g. to the UK and Japan) and participation in international competitions are arranged to broaden students' global perspectives. In organising LWL activities, teachers have been reminded to use the PERMA framework and the strengths-based approach in positive education to build students' self-confidence, develop appropriate interpersonal relationships and enhance their positive emotions such as interest, joy, happiness and sense of accomplishment. A caring and harmonious atmosphere is developed through the activities. Mutual support among students is encouraged.
- The above mentioned LWL activities can also help students to develop a healthy lifestyle. Students can develop their interest and relieve stress through physical and aesthetic activities. In addition, a number of activities that promote the anti-smoke, anti-drug messages, sex education and healthy living have been organised by the Counselling Unit and in the Life Education curriculum. The Health Education Unit also provides students with information on healthy living through morning talks and TEAMS. Students are encouraged to be physically active through PE lessons and extra-curricular sports activities. Our school has joined the Active Students, Active People (ASAP) campaign to promote physical activities among students. The Counselling Unit organises mental health programmes and provides support for students with mental illness and low resilience.
- Our school has a good relationship with parents and values them as supportive partners. Various channels such as school notices, newsletters and parent-teacher meetings are in place to facilitate communication between parents and the school. Parents' views are respected and responded to promptly. The PTA acts as a link between parents and the school. With a good home-school partnership, our school receives strong support from parents in our various endeavours.

### ***B3 How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?***

- Our school has developed a school self-evaluation (SSE) mechanism based on the P-I-E cycle over many years. During the planning phase, we have followed the evidence-based principle and carried out a comprehensive self-evaluation of the work on the key issues identified in the previous SDP and the four domains of school work. The self-evaluation data and information are derived from school-based surveys to gather the opinions of students and teachers, feedback from students, parents and teachers after major events, classroom observations, exercise book inspections, reports from departments and functional units, prize lists, participation rates, examination data, JUPAS results, value-addedness, etc. EDB's self-evaluation tools such as stakeholder surveys and APASO are also used. A whole-school approach to SSE is led by the Executive Committee (EC), which is also the School Improvement Committee, with active participation from various departments and functional groups.
- In formulating the SDP and AP, we have taken into account Hong Kong's educational goals, the latest trends in educational development, the school's vision and mission, the needs of students, the results of self-evaluation, the recommendations of subject departments and functional units (e.g. Values Education, Discipline, Counselling, Careers, ECA, LWL, Studies, EMI, Examination, Reading, STEAM, etc.) and the views of stakeholders (e.g. teachers, parents, school management, etc.). Development priorities are then identified to facilitate the holistic development and lifelong learning of students, and feasible work targets, implementation strategies and success criteria are developed. Staff meetings and professional development workshops are organised for teachers to familiarise them with the school's development priorities. Subject panels and committees formulate appropriate and specific programme plans to actively align with the school's development priorities and develop effective evaluation methods and success criteria for the work targets.
- Communication and collaboration between subject departments and functional units is facilitated through a variety of means, including formal and informal meetings, cross-departmental projects, surveys and other channels. The implementation progress of subject departments and functional units is monitored. Regularly collected reports or other evaluation data from subject departments and functional units are used to review and analyse the implementation of programme plans. Common time slots are arranged for Executive Committee members to conduct meetings for addressing issues, further aligning responsibilities between departments and units, and adjusting strategies and resource deployment in a timely manner. A good team spirit has been established with a common vision for the development of the school.
- Our school has made good use of various grants such as Teacher Relief Grant (TRG), Capacity Enhancement Grant (CEG), Diverse Learning Grant (DLG), Life-wide Learning Grant (LWLG), Student Activities Support Grant (SASG), Learning Support Grant (LSG) and other one-off grants to provide a variety of activities to enrich the learning experience of our students. External resources are also used to support the holistic development of our students. For example, QEF (\$1,061,000) was used to install interactive TVs in all classrooms to facilitate e-teaching and e-learning in 2022. Our school also applied for a QEF grant of HK\$200,000 (2022-2024) for "My Pledge to Act" to promote national education and national security education, and to develop students' media and information literacy. Other funding comes from HKTA, Fung Ying Seen Koon, Yuen Yuen Institute, Wun Chuen Sin Kwoon, universities, our alumni, other external organisations and sponsors. The funds are used to organise student activities and staff development programmes. Departments and units are also encouraged to collaborate with other organisations.
- The Incorporated Management Committee (IMC) has a clear vision for fostering students' academic achievement and promoting the whole-person development.

It is made up of representatives from the sponsoring body, independent professionals, parents, teachers and alumni. Members of the IMC provide professional expertise and support for the development of the school. A sub-committee, the School Policy Committee, has been established to monitor the progress of the school's work and to provide timely advice. The IMC, the Principal, the Vice Principal, the Assistant Principal and the middle managers have the professional knowledge and foresight to manage change effectively, when confronted with various improvement requirements for educational development. They are able to build consensus and set appropriate goals with their staff to achieve the school's vision.

- To develop a learning community, teachers are encouraged to participate in peer observation, sharing ideas for professional development and reflection. Professional exchange is encouraged in the form of sharing and collaboration. School-based staff development programmes such as 'Self-directed Learning', 'Reading Across the Curriculum', 'City U Tour (National Education & STEM Education)' etc. are implemented to meet the development needs of the school. Teachers are also encouraged to attend professional development courses organised by the EDB and other organisations.

## **C How Can My School Be Better**

### ***C1 What are our students' needs?***

- Although our students have demonstrated proper values and attitudes in their behaviour, there is still room to strengthen their understanding of the 12 priority values introduced by the EDB and the traditional Chinese values emphasised by our school's mission. In addition, the disruption to students' development caused by the pandemic has led to a need for increased support in the areas of interpersonal relationships and etiquette. Besides, more opportunities can be created for our students to develop a deeper understanding of our country's culture, history and development through the "Know, Feel, Act" trilogy. Students can enhance their global perspective and understand the need to take responsibility for sustainable development as global citizens.
- Our students have the potential to achieve better learning outcomes. They can broaden their knowledge by reading more about contemporary issues, particularly at a global level. Junior students can gain more knowledge and skills in technology and STEAM education. They can also develop their entrepreneurial spirit and financial literacy through life wide learning activities. Although our students are able to learn in English, they need to improve their English language skills and build confidence in using English to strive for academic excellence.
- There is a need to provide more opportunities for students to apply their generic skills in an integrated way. To achieve academic excellence, students can further develop their cognitive abilities and self-directed learning skills such as setting more specific goals and using more effective reflection tools. Some students have difficulty with self-management, which can lead to a lack of motivation to learn and a tendency towards addiction to the internet and social media. Some students have less confidence in learning and may find it difficult to learn. They should be given more support to improve their learning.
- Although our students have demonstrated the appropriate use of information and information technology, there is still a need to remind students of the importance of information literacy, such as refraining from plagiarism, rudeness and spreading rumours. The use of AI is also a hot topic in society. More emphasis needs to be placed on issues related to the use of AI, cyberbullying and cybersecurity.
- In terms of life planning, data from APASO III (2024) showed that more work experience and individual guidance could be provided to meet students' needs. Junior students need to understand their abilities, interests and aspirations in order to set their personal goals and plans. They also need more information about



different types of careers and the different pathways available. Senior students need more information about studying abroad and universities on the Mainland. They can learn more about the Greater Bay Area and new types of careers, such as STEAM-related careers. It is also necessary to help students plan a meaningful life.

- In terms of healthy lifestyles, data on physical exercise from APASO III (2024) alerted the school to the need for students to engage in regular physical activities to improve their physical fitness. In addition, although more efforts have been made to help students with mental illness and severe emotional problems, the number of new cases has increased. This may be due to the disruption in students' development caused by the pandemic, as well as the fact that students may have family and social problems. In addition, the data presented in APASO III showed that there were a number of students with problems of negative affect and anxiety. Therefore, the promotion of mental wellbeing and resilience is crucial for optimal development and growth.

## ***C2 What is my school's capacity for continuous improvement and development?***

- To facilitate the P-I-E cycle, SSE can be further improved by making greater use of the EDB's self-evaluation tools such as the KPM, stakeholder survey and APASO. More staff and a more effective system can be put in place to collect data for SSE more systematically. The culture of self-evaluation can be further developed among students and teachers. Through the process of reflection, students can enhance their personal and academic growth, while teachers can improve their teaching strategies.
- Our teachers are caring, hardworking and dedicated. They are willing to take responsibility and work together. As the SGM positions have not yet been filled and many middle managers are retiring, the teachers with higher abilities can be developed to take up the positions so that the departments and functional units can operate more effectively and efficiently without compromising the quality of work. In addition, middle managers can be encouraged to undertake further training to ensure that they are aware of the latest trends and issues in education. More new teachers have joined our school. It is necessary to further strengthen the learning community through professional exchange and teacher mentoring programme.
- Our school's financial support remains adequate for its continued development. However, it would be beneficial to raise more funds to improve learning facilities and support the holistic development of students. External resources are also important for students. They can enrich their learning experience through courses, service, competitions, visits, tours and other life wide learning activities.
- Many alumni have gone on to excel in a variety of fields. They are valuable resources in supporting student activities and scholarships. They can also share their learning and work experiences with our students.
- The PTA maintains a good link between parents and the school. Various activities are organised to promote parental education and create a harmonious relationship between parents and students. Further collaboration between the PTA and the school can be arranged to address development priorities.
- Our school has established its traditions with a good learning culture and positive school ethos. Students are serious about learning and have achieved high academic results. A caring, family-like and harmonious campus atmosphere is also successfully cultivated. Students demonstrate a strong sense of belonging to the school community. They are proud to be "Tanghinians". Staff and students can work together to maintain the excellent traditions and culture of the school.

### ***C3 What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?***

- Building on our strengths in academic achievement and responding to the high expectations of our stakeholders, our school will refine the Effective Learning Programme to help students achieve the best learning outcomes and facilitate lifelong learning. The curriculum will be reviewed to ensure that our juniors have a broad and sound knowledge base. More learning experiences will be provided for students to enhance their understanding of contemporary issues at different levels. More teaching and learning time will be devoted to technology and STEAM education. Students' generic skills will also be developed in a more integrated way through STEAM projects and cross-curricular collaboration. Self-directed learning will continue to be encouraged. To strengthen students' cognitive skills, teachers can improve the use of effective learning strategies such as 'making thinking visible' and appropriate questioning techniques. Students can also be given more opportunities to use English and showcase their achievements to build their confidence. Language Across the Curriculum and Reading Across the Curriculum can be further promoted. It is also important to motivate students to learn and to meet their learning needs. Students are encouraged to take responsibility for their own learning through goal setting and self-reflection. Students can build their confidence in learning by receiving more learning support, having more success experiences and recognition of their progress. With appropriate teaching and learning strategies, students can maximise their potential and achieve better results in public examinations.
- In line with our school's vision and mission and the needs of our students, our school will revise the Personal Growth Programme to enable students to become responsible citizens with a sense of national and global identity through the appreciation of appropriate values and attitudes. In order to cultivate positive values and attitudes in students, our school will improve the school-based learning framework for Values Education to place more emphasis on teaching students the 12 priority values and traditional Chinese values from Taoism and Confucianism, and to adopt the "Know, Feel, Act" trilogy in designing learning activities. The Monthly Moral Programme and the Life Education Curriculum will be refined. Students will continue to develop the spirit of service through various service programmes. In order to strengthen students' sense of national and global identity, elements of National Security Education should be better integrated into the KLA curriculum. More opportunities can be provided for students to understand China's development and culture through various activities such as Chinese Culture Week and study tours to the Mainland. A range of activities, such as those related to global sustainable development, will be organised to help students understand their responsibilities and become global citizens. More emphasis can also be placed on preparing students for the ethical use of information and information technology.
- In order to enhance the whole-person development of our students and encourage them to explore a meaningful way of life, our school will allocate more resources to help students become pillars of society. Various programmes will be organised to foster leadership and entrepreneurship in students. More emphasis will be placed on developing proper values and attitudes in students, encouraging them to serve the school and the community, and training them to be leaders. More opportunities can be provided for student leaders to reflect on and share their experiences with their peers to cultivate a culture of reflection and service on campus. To be responsible leaders, students need to set personal goals and plans to achieve their career and life aspirations. More opportunities can be provided for students to explore different careers, such as development in the Greater Bay Area and careers related to STEAM. As our alumni have excelled in various fields, more activities should be arranged for them to share their experiences with our students. In addition, good leaders should develop a healthy lifestyle with good physical fitness and mental wellbeing. As our students have demonstrated the need to improve their physical fitness, our school will organise the "Let's

Keep Fit! x MVPA60" campaign to promote regular physical activities among students. To improve students' mental wellbeing, various programmes will be organised to develop students' positive emotions and improve their resilience. Parental support is also essential in developing a healthy lifestyle for students, so more communication and cooperation will be arranged.

### **3. 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 help students achieve the best learning outcomes
- 2.** To enable students to be responsible nationals imbued with a sense of global identity
- 3.** To empower students to become pillars of society

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

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. To help students achieve the best learning outcomes	1.1. To broaden students' knowledge by reviewing the curriculum	✓	✓	✓	<ul style="list-style-type: none"> <li>Provide more learning experiences, such as classroom teaching, reading, and life-wide learning activities for students so that they can better understand contemporary issues at local, national and global levels.</li> </ul>	<ul style="list-style-type: none"> <li>Breadth of knowledge</li> <li>Generic skills</li> <li>Language proficiency</li> <li>Information Literacy</li> </ul>
		✓	✓		<ul style="list-style-type: none"> <li>Allocate more lesson time to technology education through ICT &amp; STEM and financial literacy.</li> </ul>	
		✓	✓	✓	<ul style="list-style-type: none"> <li>Create more learning time for life-wide learning activities to develop students' entrepreneurial spirit and financial literacy.</li> </ul>	
	1.2. To develop students' generic skills, particularly critical thinking, problem solving and self-directed learning in an integrated way	✓	✓	✓	<ul style="list-style-type: none"> <li>Organise STEAM project learning in S3 to enable students to develop generic skills in an integrated way and require S3 students to choose sustainable development themes in the STEAM project to cultivate their positive values and attitudes through the 'Know, Feel, Act' trilogy.</li> </ul>	<ul style="list-style-type: none"> <li>National and Global Identity</li> <li>Breadth of knowledge</li> <li>Generic skills</li> <li>Language proficiency</li> <li>Information Literacy</li> </ul>
		✓	✓	✓	<ul style="list-style-type: none"> <li>Encourage students to participate in STEAM related competitions and life-wide learning activities.</li> </ul>	
		✓	✓	✓	<ul style="list-style-type: none"> <li>Promote cross-curricular collaboration and self-directed learning such as RaC, project learning, pre-lesson preparation and life-wide learning activities.</li> </ul>	
	1.3. To strengthen students' cognitive skills	✓	✓	✓	<ul style="list-style-type: none"> <li>Enhance students' cognitive skills by engaging them in thinking during learning and assessment, using appropriate questioning techniques to provoke their thinking and adopting the principle of 'making thinking visible'.</li> </ul>	<ul style="list-style-type: none"> <li>Breadth of knowledge</li> <li>Generic skills</li> <li>Language proficiency</li> <li>Information Literacy</li> </ul>
		✓	✓	✓	<ul style="list-style-type: none"> <li>Encourage students to reflect on their learning and promote metacognition.</li> </ul>	

		✓	✓	✓	<ul style="list-style-type: none"> <li>Introduce effective teaching strategies for developing students' cognitive skills in staff development activities and facilitate professional exchange through peer observation and collaboration.</li> </ul>	
1.4. To increase students' confidence in using English		✓	✓	✓	<ul style="list-style-type: none"> <li>Give students more opportunities to use English and showcase their achievements to build their confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Breadth of knowledge</li> <li>Generic skills</li> <li>Language proficiency</li> <li>Information Literacy</li> </ul>
		✓	✓	✓	<ul style="list-style-type: none"> <li>Adopt appropriate teaching strategies to strengthen the English language foundation for junior students and improve their learning in various EMI subjects.</li> </ul>	
		✓	✓	✓	<ul style="list-style-type: none"> <li>Promote fun reading activities and cross-curricular collaboration such as Language Across the Curriculum and Reading Across the Curriculum.</li> </ul>	
1.5. To motivate students to learn and cater for their learning needs		✓	✓	✓	<ul style="list-style-type: none"> <li>Enable students to take responsibility for their own learning, for example through goal setting and self-reflection.</li> </ul>	<ul style="list-style-type: none"> <li>Breadth of knowledge</li> <li>Generic skills</li> <li>Language proficiency</li> <li>Information Literacy</li> </ul>
		✓	✓	✓	<ul style="list-style-type: none"> <li>Provide differentiated learning tasks and different modes of assessment for students with different learning needs.</li> </ul>	
		✓	✓	✓	<ul style="list-style-type: none"> <li>Provide more support for less able students.</li> </ul>	
		✓	✓	✓	<ul style="list-style-type: none"> <li>Build students' confidence in their learning by increasing their success experiences and recognising their progress.</li> </ul>	
		✓	✓	✓	<ul style="list-style-type: none"> <li>Adopt appropriate teaching and learning strategies to improve students' examination results.</li> </ul>	

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals	
		Year 1	Year 2	Year 3			
2. To enable students to be responsible nationals imbued with a sense of global identity	2.1. To cultivate positive values and attitudes in students	✓	✓		<ul style="list-style-type: none"> <li>Revise the school-based learning framework for Values Education to place more emphasis on teaching students the 12 priority values and traditional Chinese values from Taoism and Confucianism, and to adopt the "Know, Feel, Act" trilogy in designing learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>National and Global Identity</li> <li>Generic skills</li> </ul>	
		✓	✓	✓	<ul style="list-style-type: none"> <li>Improve the Monthly Moral Programme to help students cultivate positive values and attitudes through various learning activities.</li> </ul>		
		✓	✓	✓	<ul style="list-style-type: none"> <li>Refine the Life Education curriculum and learning activities to place greater emphasis on positive values and attitudes, such as 'empathy' and 'respect for others'.</li> </ul>		
		✓	✓	✓	<ul style="list-style-type: none"> <li>Develop a spirit of service among students by providing them with more opportunities to serve the school and community.</li> </ul>		
	2.2. To strengthen students' sense of national and global identity	✓	✓	✓	<ul style="list-style-type: none"> <li>Integrate elements of National Security Education into the teaching of KLAs, adopt the "Know, Feel, Act" trilogy when designing learning activities, and promote cross-curricular collaboration to strengthen students' sense of national and global identity.</li> </ul>		<ul style="list-style-type: none"> <li>National and Global Identity</li> <li>Generic skills</li> </ul>
		✓	✓	✓	<ul style="list-style-type: none"> <li>Provide more opportunities for students to understand China's development and culture through Chinese Culture Week and study tours to the Mainland.</li> </ul>		
		✓	✓	✓	<ul style="list-style-type: none"> <li>Encourage active participation of students in activities relevant to national education, such as inter-school competitions and speeches under the national flag.</li> </ul>		
		✓	✓	✓	<ul style="list-style-type: none"> <li>Organise activities, such as those related to global sustainable development, to help students understand their responsibilities and become global citizens</li> </ul>		

	2.3. To prepare students for the ethical use of information and information technology	✓	✓	✓	<ul style="list-style-type: none"> <li>Promote cyber citizenship by equipping students with the right values and attitudes for the ethical and responsible use of information and information technology through the Monthly Moral Programme, Life Education and ICT &amp; STEM.</li> </ul>	<ul style="list-style-type: none"> <li>National and Global Identity</li> <li>Generic skills</li> <li>Information Literacy</li> </ul>
		✓	✓	✓	<ul style="list-style-type: none"> <li>Raise students' awareness of cybersecurity and equip them with the knowledge and skills to protect themselves from cybercrime and bullying.</li> </ul>	
		✓	✓	✓	<ul style="list-style-type: none"> <li>Update students' IT skills and promote the proper use of AI tools.</li> </ul>	

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
3. To empower students to become pillars of society	3.1 To nurture leadership and entrepreneurship in students	✓	✓	✓	<ul style="list-style-type: none"> <li>Place greater emphasis on developing the proper values and attitudes in students as leaders.</li> </ul>	<ul style="list-style-type: none"> <li>National and Global Identity</li> <li>Generic skills</li> <li>Life Planning</li> </ul>
		✓	✓	✓	<ul style="list-style-type: none"> <li>Organise leadership and entrepreneurship training workshops and courses for students and sponsor them to attend training courses offered by other organisations.</li> </ul>	
		✓	✓	✓	<ul style="list-style-type: none"> <li>Enable students to use their leadership skills in organising activities and encourage them to serve the school and the community.</li> </ul>	
		✓	✓	✓	<ul style="list-style-type: none"> <li>Provide more opportunities for student leaders to reflect on and share their experiences with their peers.</li> </ul>	
	3.2 To enrich students' knowledge, skills and attitudes to plan and achieve their career aspirations	✓	✓	✓	<ul style="list-style-type: none"> <li>Help junior students to set meaningful personal goals, realise the availability of multiple pathways and make choices about further studies through a range of activities.</li> </ul>	<ul style="list-style-type: none"> <li>National and Global Identity</li> <li>Generic skills</li> <li>Life Planning</li> </ul>
		✓	✓	✓	<ul style="list-style-type: none"> <li>Provide more opportunities for senior students to explore career opportunities in the Greater Bay Area and related to STEAM.</li> </ul>	
		✓	✓	✓	<ul style="list-style-type: none"> <li>Invite more alumni to share their experiences and careers.</li> </ul>	

		✓	✓	✓	<ul style="list-style-type: none"> <li>• Provide more individual or group careers advice for students in need.</li> </ul>	
3.3	To help students develop a healthy lifestyle	✓	✓	✓	<ul style="list-style-type: none"> <li>• Organise a "Let's Keep Fit! " campaign to encourage students to engage in regular physical activities to maintain physical fitness and reduce stress.</li> </ul>	<ul style="list-style-type: none"> <li>• Generic skills</li> <li>• Healthy Lifestyle</li> </ul>
		✓	✓	✓	<ul style="list-style-type: none"> <li>• Continue to adopt the PERMA framework for Positive Education to organise learning activities in order to empower students to think positively and act confidently.</li> </ul>	
		✓	✓	✓	<ul style="list-style-type: none"> <li>• Improve students' mental wellbeing through art and music appreciation, stress management and counselling programmes.</li> </ul>	
		✓	✓	✓	<ul style="list-style-type: none"> <li>• Provide remedial and developmental interventions for students with low resilience and poor stress management skills to increase their resilience to challenges.</li> </ul>	
		✓	✓	✓	<ul style="list-style-type: none"> <li>• Gain parental support to develop healthy lifestyles in students through education and activities.</li> </ul>	