



**Shau Kei Wan Government
Secondary School
School Development Plan**

2024/25 - 2026/27

Shau Kei Wan Government Secondary School

1. Our Vision

We provide students with opportunities to strive for excellence in all aspects of life.

2. Our Mission

We strive to provide our students with a positive learning environment; with a moral, intellectual, physical, social and aesthetic education; to develop their potential; to prepare them for further education and encourage them to follow our school motto 'VINCIT VERITAS' in the pursuit of truth, so that they become independent, confident, responsible and contributing citizens.

3. School Motto

VINCIT VERITAS



4. Holistic Review of School Performance

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

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
<p>Major Concern 1: To raise students’ learning capability in pursuit of academic excellence</p> <p>Target(s): 1.1 To enhance self-directed learning with the use of IT to meet the challenges of the “New Normal” 1.2 To raise the capability of teachers in e-learning</p>	Partly Achieved	Some of the strategies are implemented as routine work. Other strategies will be fine-tuned to further enhance the learning and teaching effectiveness to echo with students’ needs in the next development cycle.	<ul style="list-style-type: none"> • The element of e-Learning is integrated in daily learning and teaching practices to enhance students’ learning capacity. Learning Management System (LMS) such as Google Suite in a daily routine practice was extensively used to enhance learning and teaching effectiveness, especially during the online-lesson period under the influence of COVID-19 pandemic. • Students were generally interested to explore and actively participated in various STEAM activities and workshops. Students’ innovative capability was enhanced. • Teachers were equipped with skills related to e-Learning. • Students’ reading motivation was reinforced and reading habit was developed through various workshops, talks and mini-book fair and book sharing.
<p>Major Concern 2: To nurture students’ positive values and attitudes for the development of the sense of citizenship and national identity</p> <p>Targets: 2.1 To nurture students’ positive emotion to facilitate the development of positive values. 2.2 Cultivating students’ positive values and attitudes so that they become citizens who are responsible, appreciative of Chinese culture and committed to society and our country.</p>	Fully achieved	Incorporated as routine work.	<ul style="list-style-type: none"> • The school has put much emphasis on the promotion of love, empathy and respect for others in school. Students have become aware of these core values and developed positive emotions. • We have facilitated students to express their gratitude and respect towards others. • Most of the activities will be regularized and implemented by different functional teams through various activities and class management strategies.

			<ul style="list-style-type: none">• The school has successfully promoted Chinese culture and National Security through formal and informal curriculum. The high score in the APASO Survey revealed our achievements.• The school will continue to follow the EDB guidelines to further develop students' national identity.
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b. Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

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

Students are generally capable of learning and are eager to strive for better academic results. They are nurtured with responsibility, commitment and empathy to promote a harmonized learning environment. Students actively engaged in various services and activities (both inside and outside school) to broaden their horizon and applied what they learnt.

National and global identity is enhanced through various school programmes, School-based learning activities related to National Education on key dates, Sister school programme, exchange study tour, Cultural Week, activities and competitions.

Breath of knowledge: Students acquires broad, balanced and solid knowledge base by diversified learning curriculum including Applied Learning, Business Education, Company Programme and Other Learning Experience.

Language proficiency: Students possess language proficiency, enabling them to communicate and collaborate with others in studies and extra-curricular activities.

Generic skills: With the regular and hidden curriculum, various competitions and training targeting to the specific levels of students to echo their needs such as leadership training and S1 Bridging Programmes, students are equipped with various generic skills.

Information literacy: Students also apply information technology to enhance their learning efficiency ethically and effectively. Junior forms students also acquire the update information development such as AI Curriculum to equip for future study and career.

Life planning: Students are equipped with leadership training and discuss their study plan with class teachers and career teachers for goal-setting of future study and career.

Health lifestyle: Students are aware of both mental and physical health. Students' mental health are enhanced by various programmes such as S1 Adaptive Programme, Mindfulness training for S1 repeaters and S6 students and Art Therapy.

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

The school has provided a broad and balanced curriculum for the students. Learning time was optimized, even during the epidemics. E-Learning and self-directed learning were actively promoted in the last School Development Plan (SDP). Teachers generally agreed that students took initiative in learning and students also agreed that they were deeply interested in learning. STEAM education was introduced to foster students' innovative capability. At the junior level, AI and computer coding were incorporated into the curriculum. Learning was not confined to lesson time. The school organized different learning activities and consolidation classes for students. The school also developed students' reading skills and reading habits. Reading periods were well-managed and teachers also actively recommended reading articles for students to enrich their

learning. The Reading to Learn Team took the initiative to organize reading workshops and talks for students during the lunch break. The school also encouraged students to take part in different reading competitions. All the learning activities broadened students' learning experiences and strengthened their lifelong learning skills.

The school addressed the growing needs of our students and devised programs for their whole-person development. Values education was emphasized in the last SDP. Functional teams and subject departments arranged activities and learning tasks to cultivate students' core values. We designed activities to build an atmosphere of love, empathy and care among students, to train students' skills in developing their sense of responsibilities and commitments, and to facilitate their application of the values in their daily life. Class management and personal growth programs were designed for students at different levels to help them adapt to secondary school life, enhance self-management and interpersonal skills, understand oneself and care about the community. The school also put much effort on leadership training. As leaders, they were provided with excellent opportunities to internalize their core values. The APASO Survey reflected that our students have high integrity, a sense of responsibility and commitment. Students also developed their national identity and civic-mindedness through activities and formal curriculum. The appreciation of the Chinese culture and the sense of belonging to our home country were enhanced. An array of mainland visits, Chinese Culture Week, workshops and community field studies widened students' horizons and raised their understanding of the traditions and recent development of our home country. The APASO Survey results showed that our students' national identity was high.

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

To meet Hong Kong's aims of education, also align with the vision and mission of the EDB, the school formulates the SDP and Annual School Plan (ASP). In line with the SDP and ASP, subject departments and functional teams formulate specific programme plans, develop appropriate evaluation methods and success criteria for the targets of work. The implementation is properly monitored through the well-established mechanism.

The school's decision-making process is always transparent. Apart from teachers' participation, we welcome and consider different stakeholders' views. We utterly emphasize continuous performance reviews for students' overall performance. Through different platforms and occasions, teachers engage in the Planning-Implementation-Evaluation cycle where they methodically assess the performance of the students. The end-of-year evaluations serve to guide the strategic planning for the following year.

The school makes use of evaluation tools and data from various sources. Relevant APASO subscales have been appropriately selected according to the school's Major Concerns. The school also employs the APASO, KPM, Stakeholders' Survey and school-based questionnaires to ascertain the progress of Major Concerns is on the right track. Appropriate professional development programmes have been arranged in accordance with the school development focuses.

The SMC plays a crucial role in providing professional support, leadership and guidance to ensure the development of the school is in the right direction. With members' expertise and experience, the SMC facilitates the effective deployment of human and financial resources. They also involve and ensure the curriculum is suitable to the school and in line with the government education policies. Additionally, the SMC offers unwavering support in handling the challenges faced by the school, providing valuable insight and strategies to overcome obstacles and difficulties.

c. How Can My School Be Better

◆ *What are my students' needs?*

From teachers' observation and surveys, students' stress was high. Some students were found to have negative emotions and anxiety. The school should plan and implement appropriate strategies to cultivate students' positive attitude and resilience for navigating life's challenges. Also, the school should enhance students' awareness of exercise and time management skills to facilitate them to adopt a healthy lifestyle.

Even students generally took initiative to learn, there is still room for improvement in learning motivation. The school should adopt various measures to enhance the effectiveness of both teaching and learning by creating an active learning environment. In addition, students generally demonstrated a keen interest to learn and they had active participation in these activities. STEAM Education would be further integrated across the school curriculum next SDP, with the aims of enhancing students' overall learning experience and strengthening their generic skills. Furthermore, the school will further enhance Reading-Across-Curriculum development by integrating the specific reading skills into different key learning areas in order to cultivate a broader spectrum of interests and skills towards reading and to enhance reading competence.

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

We are confident to have a dedicated team that is willing to embrace novel changes to facilitate students' learning. With the effort of all the teachers, the integration of e-Learning has been seamless. Most of the teachers and students supported the measures to enhance their learning effectiveness through the use of IT elements in learning and teaching.

Through regular meetings and staff development programmes, all teachers are updated with the latest educational development and willing to initiate changes accordingly. Departments are proactive in seeking external support from the Curriculum Development Institute (CDI) and different educational institutions to enhance their capacity. These partnerships have facilitated impactful teacher training programmes, equipping them with the latest pedagogies for effective learning and cultivating an active learning environment.

With a strong network outside school such as the EDB, educational institutions, alumni, parents and NGOs, students are provided with various opportunities to expand their horizons and polish their generic skills. To respond to the sister school scheme, the school actively arranges exchange programmes with sister schools in Beijing, Shenzhen and Dongguan. Through exchanges and collaboration, we can expand the network, enhance understanding and communication, strengthen cultural interflow and achieve mutual advancement in quality of education.

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

The development of our society and technology has provided both challenges and opportunities to the school. In the coming development cycle, the school will devise three priorities to address the needs of our students and well-equip them to meet the challenges ahead. A whole-school approach will be adopted and teams will be collaborated to optimize the resources and maximize the achievements. One of our priorities is to raise students' motivation in learning. We will polish our teaching strategies through teachers' professional development. Students will be encouraged to participate actively in lesson activities and peer learning. Based on the strength and expertise of our teachers, the school will strengthen our STEAM education for developing students' generic skills. The training of creativity, spirit of exploration and perseverance in learning will facilitate students' development of their lifelong learning capability. The second priority is the development of a healthy lifestyle and mental health among our students. The 4Rs strategy initiated by the EDB and Positive Education will be adopted to improve students' physical and mental health. To meet our targets, the Major Concern team, subject departments, functional teams, class teachers and parents will work together to devise programs for our students. Funding from the EDB and support from NGOs will be important sources for facilitating the programs. The mental health of students will be further strengthened by developing a commendation system. The good behaviour of students will be reinforced by praising their good work and achievements. For the third priority of the school development, students' reading habits and capabilities are to be strengthened to broaden their horizons and cultivate their lifelong learning capacity. Reading to Learn was promoted in the last SDP and can be stepped up in the next development cycle. Activities will be devised to build the ambience of knowledge-seeking and personal development through extensive reading. The roles of teachers will be emphasized as role models who can widen students' exposure to the wider world of knowledge.

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

- ◆ Based on the above holistic review of school performance, the major concerns in order of priority are:
 1. To enhance learning and teaching effectiveness for academic excellence; To empower students to be proactive for lifelong learning
 2. Empowering students to achieve purposeful and well-balanced lives with positive education principles
 3. To cultivate a broader spectrum of interests and skills towards reading and navigate the world with reading competence

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

Major Concern	Targets	Time Scale			General Outlines of Strategies	7 Learning Goals (Related Learning Goals of Secondary Education*)
		24/25	25/26	26/27		
1. To enhance learning and teaching effectiveness for academic excellence; To empower students to be proactive for lifelong learning	1.To enhance learning effectiveness by creating an active learning environment	✓	✓	✓	1.1 To refine pedagogies for effective learning and cultivate an active learning environment through adopting various teaching strategies	1,2,3,4,5,7
		✓	✓	✓	1.2 To enhance peer learning and study skills through various activities and programmes	1,2,3,4,5,7
		✓	✓	✓	1.3 To enhance teaching strategies through collaborative lesson planning and peer lesson observation	1,2,3,4,5,7
	2. To enrich students' learning experience and enhance their generic skills** by promoting STEAM Education	✓	✓	✓	2.1 To incorporate STEAM Education through a cross-curricula approach	1,2,3,4,5,6
		✓	✓	✓	2.2 To organize STEAM-related workshops, training courses and activities	1,2,3,4,5,6
	3. To enhance teachers' knowledge and skills to keep up with the current education trends	✓	✓	✓	3.1 To enhance learning and teaching effectiveness through professional teacher training	1,2,3,4,5,6,7

* The 7 Learning Goals of Secondary Education: 1. National and Global Identity 2. Breadth of Knowledge 3. Language Proficiency 4. Generic Skills
5. Information Literacy 6. Life Planning 7. Healthy Lifestyle

** The 9 Generic Skills: Collaboration Skills, Communication Skills, Creativity, Critical Thinking Skills, Information Technology Skills, Mathematical Skills, Problem-solving Skills, Self-management skills, and Self-learning Skills

Major Concern	Targets	Time Scale			General Outlines of Strategies	7 Learning Goals (Related Learning Goals of Secondary Education*)
		24/25	25/26	26/27		
2. Empowering students to achieve purposeful and well-balanced lives with positive education principles	1. To enable the healthy growth of students by facilitating the development of healthy lifestyle habits	✓	✓	✓	1.1 To promote students' physical and psychological well-being and cultivate an active and healthy lifestyle	2, 4, 6, 7
		✓	✓	✓	1.2 To cultivate a culture of health and fitness in school and at home by promoting healthy lifestyles to teachers and parents	
		✓	✓	✓	1.3 To develop students' self-management skills such as time, financial and health management	
	2. To cultivate students' positive attitude and resilience for navigating life's challenges	✓	✓	✓	2.1 To enhance students' well-being under the PERMA principle	2, 4, 7
		✓	✓	✓	2.2 To help students realize their potential and develop their character strengths	
		✓	✓		2.3 To enrich teachers' and parents' knowledge of positive education	
	3. To foster a culture of appreciation and understanding in the school to cultivate students' strengths	✓	✓	✓	3.1 To cultivate students' sense of appreciation towards others and develop the virtue of gratitude	4, 7
		✓	✓	✓	3.2 To strengthen students' passion for their work and their drive for excellence	

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5. Information Literacy 6. Life Planning 7. Healthy Lifestyle

Major Concern	Targets	Time Scale			Outlines of Strategies	7 Learning Goals (Related Learning Goals of Secondary Education*)
		24/25	25/26	26/27		
3. To cultivate a broader spectrum of interests and skills towards reading and navigate the world with reading competence	1. To create a favourable reading environment that can raise students' reading interest and motivation	✓	✓	✓	1.1 To build a lively reading atmosphere with a wide variety of reading materials and encourage students to read in and beyond classroom	1,2,3,4,5
		✓	✓	✓	1.2 To hold various reading activities, sharing the fun and enjoyment of reading, raising students' motivation	1,2,3,4,5,6,7
	2. To broaden students' strands of knowledge by providing a wider range of reading resources through cross-curricular collaboration and implementing specific reading strategies for achieving effectiveness in reading	✓	✓	✓	2.1 Through communication and collaboration, different subject departments can focus on certain reading strategies and specific reading skills to achieve learning objectives that can enhance students' reading abilities.	1,2,3,4,5,6,7
	3. To encourage teachers to promote reading and keep abreast of the latest trends in reading	✓	✓	✓	3.1 To encourage teachers to promote reading through a wide range of activities such as talks and book recommendation etc. and by setting themselves as role models	1,2,3,4,5,6,7

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5. Information Literacy 6. Life Planning 7. Healthy Lifestyle