



**Delia (Man Kiu)
English Primary
School
School Development Plan**

2024/25 – 2026/27

DELIA (MAN KIU) ENGLISH PRIMARY SCHOOL

1. School Vision and Mission

Vision and Mission:

We envision Delia (Man Kiu) English Primary School to become “**OUR HOME**”, where students are **O**pen-minded, strive to **U**nderstand people of different cultures and places with mutual **R**espect. Thereafter, achieving a society of **H**armony is students’ **O**bligation by developing the virtues of **M**orality and **E**quality.

The school is devoted to actualizing the vision in accordance with the spirit of our school motto “Harmony in Diversity”. The school is committed to catering appropriate education for students with diverse needs in knowledge, skills and attitude, despite their ethnicities, beliefs and socioeconomic background.

抱負與使命：

「大家庭」是地利亞(閩僑)英文小學的辦學抱負，旨在培育學生以開放及互相尊重的態度去了解並欣賞不同文化與地域的人。從而以責任感、道德心和平等觀來創造和諧社會。

學校本著「和而不同」的校訓精神，致力實現「大家庭」的辦學抱負。不論種族、信仰和貧富，學校積極針對學生在知識、技能與人格等不同學習需要、為他們提供適切的培養。

2. School Goals

Strive for Excellence

3. School Motto

Advancement in Adversity, Harmony in Diversity

4. Core Values of Education

Love and Care

5. 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, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
Major Concern 1: To enhance students' abilities of integrating and applying the knowledge through STREAM education.	Fully achieved	Incorporated as routine work	
Major Concern 2: Cultivate students' positive thinking and establish a positive school culture.	Partly achieved	Continue to be a major concern for the next development cycle with adjusted target(s)	

b. Based on the reflection against the seven learning goals^{II}, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

National Identity

In terms of school administration and management, the school has established a National Security Education Group responsible for coordinating national security education. The school effectively allocates manpower and resources and makes proper use of government funding to promote national security education.

The school has also established a flag-raising team, which is responsible for the flag-raising ceremony on campus every week, with the participation of all teachers and students. The school has also participated in various territory-wide national education activities organized by the Education Bureau, including the 2022 National Day online quiz competition, the 2022 National Constitution Day online question-and-answer competition and the 7th Pei Dao Qipao Design Invitational Competition (Primary Schools). Additionally, in May, a historical and cultural exploration trip to Guangzhou Pan Yu was organized for students, allowing them to experience and appreciate Chinese culture and its unique features. Most students expressed their desire to learn more about Chinese history, culture, and architecture, deepening their understanding and knowledge of China during the trip.

In terms of curriculum, the Chinese department in accordance with the "Curriculum Framework of National Security Education for the Chinese Language Learning" issued by the Education Bureau in April 2021, the school aims to cultivate students' moral character, strengthen their sense of responsibility towards society, and develop their understanding and emotional connection to Chinese culture, the nation, and the country. The Chinese Language subject at our school has developed the curriculum based on the "National Security Education Framework." The Chinese Language subject makes good use of class time to promote Chinese cultural education, playing videos related to Chinese celebrities, historical sites and Chinese culture during morning assembly. Chinese classic quotations are posted in the classrooms to familiarize students with Chinese classical sayings. The school also organizes activities related to traditional Chinese festivals, such as the Mid-Autumn Festival, and organizes events like the Chinese Cultural Day themed around the Lunar New Year, providing students with various booths and traditional Chinese performances. Students have shown great enthusiasm and interest in learning about Chinese culture.

The General Studies department has developed the curriculum based on the "Curriculum Framework of National Security Education" and organizes different activities in a timely manner according to the eight major categories. The General Studies department displays the "National Security Education Exhibition Boards" launched by the Education Bureau, and students have a high level of participation in observing the content during General Studies lessons and recess. The teachers also lead students on visits to the Hong Kong Palace Museum, followed by consolidation activities using extension worksheets. According to teacher observations, students have shown increased knowledge and awareness of the exhibits in the Hong Kong Palace Museum. The teachers also arrange for students to visit the Tsing Yi Police Station to cultivate their spirit of abiding by the law and regulations, as well as to enhance their understanding of the "One Country, Two Systems" policy.

The school's Promote Reading to Learn Group introduces books related to traditional Chinese culture during library lessons to enhance students' interest in reading Chinese cultural books. Additionally, teachers at the school summarize the content of the Education Bureau's "My Home in China" book series into introduction videos, which students watch before borrowing the books. This approach promotes Chinese culture and attracts students to borrow and engage in reading outside of class, fostering their interest in learning.

Proper Values and Attitudes

To foster students' proper value and attitude, the SESS team has conducted various kinds of programs and activities during 2023-2024.

To promote a thriving, whole-school positive education environment, the Personal Growth Education curriculum of J4-5 has strategically infused character strengths into a diverse array of engaging, hands-on learning experiences. By transitioning beyond conventional classroom instruction, students are empowered to actively discover and cultivate their unique personal strengths. These immersive, experiential opportunities have fostered profound self-awareness, enabling students to leverage their innate abilities. The holistic approach to character education has bolstered not only academic progress, but also well-rounded social-emotional growth, preparing students to navigate life's complexities as resilient, adaptable individuals. As we move forward, we remain steadfast in our commitment to further expanding and refining these transformative character strengths integration efforts. According to the questionnaire, 91% of the teachers agreed that the curriculum has strengthened students' knowledge about the value of 24-character strengths and positive values.

This academic year, the school has placed a strong emphasis on reinforcing students' understanding of the 24-character strengths through a series of engaging school assemblies. These gatherings featured insightful sharing from both teachers and students, providing a platform for the community to collectively explore and celebrate the qualities that define strong character.

The impact of this initiative has been overwhelmingly positive, as evidenced by the results of a recent teacher questionnaire. An impressive 99% of respondents agreed that the diverse array of topics covered in the assemblies effectively enhanced students' comprehension of the 24-character strengths. Teachers reported high levels of participation and engagement during these gatherings, indicating that the content resonated deeply with the student body and inspired them to reflect on the importance of developing these essential qualities.

The school facilitated regular class meetings for senior level students where students gather in a circle to share their perspectives and experiences. Students are encouraged to start the meeting by showing appreciation to the people around them. They can comment on the class performance and suggest improvement plans as well. For junior level students, they can share their interesting memories, their findings in daily life or even to demonstrate their talents during the session. These structured discussions cultivate trust and camaraderie among classmates. Students listen intently, building connections and breaking down barriers. Learners gain confidence to take intellectual risks and support one another's growth. The meetings transform the classroom into a hub of collaborative learning, where each voice is heard and respected. These gatherings have become a cornerstone of the school's culture, empowering students to actively engage and contribute to the learning community. 95% of the teachers agreed that the positive sharing and class meeting allow them to know more

about their students and to build team spirit in the class.

With the aim of building a positive school atmosphere and strengthening relationships within the community, the school has optimized the implementation of its Diamond Scheme. This initiative involves the strategic placement of capsule vending machines in each classroom, serving as tangible rewards for students who demonstrate positive behaviors and exemplify the school's core values.

The impact of this program has been overwhelmingly positive, with 72.6% of students reporting that they have received a reward at least once. Furthermore, an impressive 88.2% of teachers agreed that the Diamond Scheme serves as an effective motivational tool, encouraging students to exhibit the positive behavioral aspects that are essential for academic and personal growth.

This success can be attributed to the school's commitment to fostering a culture of recognition and encouragement. By acknowledging and rewarding students' positive actions, the school has not only incentivized desirable behaviors but also cultivated a sense of pride and belonging within the community.

Moving forward, the school plans to take this initiative one step further by introducing an aligned incentive scheme on the eClass platform. This platform will offer increased transparency, allowing both teachers and parents to track students' progress and celebrate their achievements. By empowering the entire school community to engage with and support the positive reinforcement system, the institution aims to further strengthen the bonds between students, educators, and families, ultimately creating a vibrant, nurturing environment that propels each individual towards success.

Knowledge of Key Learning Areas

In terms of curriculum planning, the school curriculum covers various KLAs and aligns with seven learning goals and the latest trends in education development to establish the direction and implementation strategies for curriculum development. The curriculum integrates learning with daily life, providing students with diverse and comprehensive learning experience. According to the Stakeholder Survey (SHS) report, 89.2% of teachers agree that the school sets clear development directions in accordance with seven learning goals. 94.6% of teachers agree that the school strategically provides different learning experiences inside and outside the classroom to meet the diverse needs of students. The performance data for each category are as follows:

Learning goals	Percentage
National Identity	86.5%
Proper Values and Attitudes	89.2%
Knowledge of Key Learning Areas	91.9%
Language Skills	97.3%
Generic Skills	89.2%
Reading and Information Literacy	91.9%
Healthy Lifestyle	81.1%

In terms of student learning, according to the Stakeholder Survey (SHS) report, 70% of students agree that teachers frequently teach them learning techniques such as pre-tasks, concept maps and post tasks. Additionally, 79.2% of students agree that teachers frequently organize various learning activities both inside and outside the classroom, such as discussions, outings, sharing reading experiences to promote student engagement in learning. According to the Stakeholder Survey (SHS) report, 78.1% of students feel that they can engage in learning actively, while 72.6% of students have confidence in their learning abilities, and 77.7% of students enjoy learning. These findings indicate that in our school are eager to learn and derive pleasure from the learning process.

Language Skills

Our language teachers possess excellent professional knowledge and have a through understanding of pedagogical strategies to assist students in learning and improving their language abilities.

The Chinese department collaborates with Dr. SY Hui from the University of Hong Kong to develop a school-based curriculum suitable for non-Chinese speaking students to learn Chinese. The aim is to cater to the diverse needs of students and enhance their language proficiency. In the lower primary levels, we adopt a book-based approach, along with strategies for extensive character recognition and reading, gradually enhancing the language abilities of our students and laying a solid foundation. In the upper primary levels, we focus on the integration of reading and writing, teaching reading and writing strategies within the context of passages to improve students' reading and comprehension skills. According to our school's academic results analysis, 55% of students achieved the standard in the first term, 61% in the second term and 65% in the third term. This demonstrates that students' language abilities are gradually progressing and improving. Additionally, the Chinese department organized various activities throughout the year, including writing competitions, speech festivals, calligraphy competitions, Chinese quiz competitions and inclusive activities. Through these diverse learning activities, we create language contexts for students, enhancing their motivation and interest in learning Chinese.

The English department helps students improve their English skills through a well-rounded curriculum that covers grammar, reading, writing, listening, and speaking. We use materials that are one year above their current level, with J1 students using P2 materials, J2 using P3 materials, and so on, up to J6 students working with secondary school content. We organize various activities like creative writing contests, calligraphy competitions, the English Campaign, and Book Character Day to make learning fun and engaging. Our students also participate in external events such as the Speech Festival and writing competitions, where they win numerous awards. We ensure an all-English environment by using English in all interactions with students, teachers, and parents.

Our reading curriculum includes in-class assessments instead of traditional exams, encouraging higher-order thinking through activities like role-playing, group discussions, brainstorming, and note-taking. We also teach effective reading strategies to help students learn independently, supported by a large collection of English books in our library.

Recognizing that writing is the area where our students need the most improvement, we are focusing on this in the coming school year. We plan to add more contextualized writing exercises to our reading curriculum and encourage students to write diaries or journals more frequently. We will also have them practice writing comments online for peer evaluation, making writing a regular part of their daily lives. Additionally, we will continue using AI tools to improve their

writing skills, focusing on grammar accuracy and idea generation. These efforts are part of our pilot writing reform schemes aimed at significantly boosting our students' writing abilities.

The Putonghua department caters for students' diverse learning needs and improves students' Putonghua levels. Our school divides students into Putonghua and Putonghua Adjusted Curriculum (PAC) groups based on their Putonghua proficiency. The Putonghua group uses the fourth edition of "來說普通話" as a textbook, while the PAC group uses the school-based worksheets that are suitable for non-Chinese speaking students. The new version of the textbook is in line with the focus of the new curriculum: the learning of consonants and vowels in advance, allowing Primary 1 to Primary 3 to learn all the consonants and vowels gradually from the beginner level to the advanced level, while Primary 4 to Primary 6 focus on the consolidation of phonetics. Meanwhile, the new version of the textbook also provides diverse and interesting self-learning activities and phonetics exercises, allowing students to learn independently according to their own levels and needs and improve their Putonghua proficiency. In addition, the Putonghua subject not only encourages students to answer questions in Putonghua in class, but also organizes various learning activities such as Speech Festivals and Read-Aloud competitions to improve students' motivation and interest in learning Putonghua.

Generic Skills

Our school has implemented a school-based cross-subject STREAM project named "SMART INVENTOR". All students have opportunities to create prototypes under the Engineering Design Process and they have utilized different strategies and generic skills throughout the project.

In the recent 3-year plan, our school aims to develop students' different generic skills through STREAM education. The focus of the 3 stages are collaboration and communication skills, problem-solving skills and creativity respectively.

In the first stage, students participated in various group activities and class discussions, engaged and delivered informative presentations to enhance their collaboration and communication skills. Besides verbal communication, students have also written essays and reports to enhance their written communication. In the project, students have learnt how to share workload and coordinate with team members. They also participated in collaborative learning activities and peer review.

In the second stage, different steps in the Engineering Design Process can also help students to demonstrate their problem-solving skills. Students have to develop different potential solutions and choose the best way to solve complex problems. For example, selecting suitable materials to make a model ship and designing the shape of the model ship etc. After finishing the prototypes, they will do several times of testing, make improvements and re-design the products.

In the third stage, our school aims to enhance students' creativity. Besides making the products looks better in appearance, other strategies such as brainstorming and SCAMPER. For example, students have to think and write as many possible solutions to let a green vehicle move. Concerning SCAMPER, students can put some daily life items into other uses to create a back scratcher. Moreover, our students joined some external creative design competitions organized by the Hong Kong Educational University and CMA Choi Cheung Kok Secondary School etc. Their inspired and outstanding inventions like

automatic pencil sharpener and water purifier got merit awards in the competition.

Besides the STREAM project, all teachers align with the subject curriculum guide to facilitate students' generic skills in everyday lessons. By incorporating different types of learning activities and experiences, our school can empower students to develop a comprehensive set of generic skills that will serve them well throughout their journeys.

Reading and Information Literacy

In this academic year, a workshop concerning fact check of information was conducted by a university educator in the School Professional Development Day. All teachers have attended and learnt more about fact checking and how to handle information on the internet and different medias. After the training workshop, teachers can gain more confidence and knowledge to teach students how to locate and find reliable information. In addition, an open lesson about the use of generated AI was conducted. Besides inserting prompts and demonstrating the skills and functions of using AI, teachers could observe the practical use in lesson time and how the AI is beneficial to students' learning.

Secondly, students have learnt and applied various Information literacy and IT skills in the regular lesson time, mainly in General Studies and Computer lessons. For example, learning different advanced searching skills, understanding different information providers, recognizing Intellectual Property Rights, protecting personal information online etc. Students have opportunities to apply what they have learned in different projects. In the projects, teachers would guide students to search and extract relevant information, make analysis, and summarize the information. These hands-on experiences can help them use and communicate information properly and healthily.

Thirdly, in order to raise students' and parents' awareness towards Information Literacy, the STREAM group has organized a Joint Parent Child Information Literacy Poster Design Competition for the upper primary students. Students can utilize their creativity to design a poster to convey their messages such as say no to cyber-bullying. For lower primary students, their GS teachers would go through the educational resources and guide them the right way to protect online information and some safety issues during post-exam activities. We believe that this kind of activity can help students to learn how to use information and information technology ethically and effectively.

Healthy Lifestyle

Our school encourages students to adopt a healthy lifestyle, helping them achieve physical, mental, and social well-being and providing comprehensive care for their growth.

We emphasize the development of multiple intelligences in our educational approach and organize diverse learning activities to provide students with comprehensive learning opportunities. Our school offers over 20 specialized training and interest classes for students. In terms of sports, we offer basketball, badminton, soccer, athletics, cycling, archery, taekwondo, gymnastics and more. Our students participated in inter-school athletics competitions and achieved excellent results, winning medals in the 200 meters, 400 meters, high jump and long jump events. Additionally, in the inter-school badminton competition, our students obtained fourth place in the team and received the MVP award. In the inter-school swimming competition, our students secured first and second place in the women's freestyle and backstroke events.

In music, we have Choir, hand chime, ukulele, Djembe (African Drum), Folk Song. Our students participated in the inter-school music festival and received silver and bronze awards. They also took part in the "We Write We Sing" competition organized by the Education Bureau and received the Best Lyric and commendable awards. In the HK drama festival, they achieved outstanding performers and outstanding stage effect awards. The outstanding performances of our students in these major competitions are inspiring.

In the arts, we offer handicrafts, drawing, craft and ceramic. Through these diverse learning activities, we encourage students to consistently practice a healthy lifestyle. According to teachers' observations, students show interest and actively participate in various types of learning activities.

The school has made important efforts to support the health and well-being of its students and staff. The school has implemented a variety of activities and programs that address different aspects of wellness, from sexual health to mental health and substance abuse prevention.

One key initiative was the introduction of sex education workshops for senior students (J5-6). These workshops covered topics such as anti-sexual harassment and sexual health, providing students with relevant information and skills to navigate these sensitive issues. This proactive approach helps foster a safer and more inclusive school environment.

Recognizing the importance of digital literacy, Delia School also organized talks on safe internet usage. These sessions equipped students with strategies to navigate the digital landscape responsibly, addressing the risks associated with increased reliance on technology.

Addressing mental health, the school invited the Samaritans organization to deliver talks that raised awareness and offered support for both students and staff. Additionally, the school implemented Critical Incident Stress Management (CISM) sessions for teachers, demonstrating a commitment to supporting the well-being of its educators.

To tackle substance abuse, Delia School hosted an anti-drugs day camp at Teenguard Valley. This interactive event aimed to educate students on the dangers of substance abuse, empowering them to make healthier choices.

Furthermore, the school joined the "Little Wealth and Health" program organized by Community Drug Advisory Council, which took a holistic approach to promoting overall well-being, including physical, mental, and financial aspects.

Complementing the school's holistic wellness initiatives, the school social worker took the lead in organizing a series of Zentangle drawing workshops for students during class time. Zentangle is a meditative art form that involves creating intricate patterns through structured doodling and has been shown to have therapeutic benefits for mental health.

The school social worker recognized the value of incorporating mindfulness and creative expression into the curriculum and worked closely with teachers to integrate the Zentangle workshops seamlessly into the daily schedule. Students were enthusiastic participants, finding the sessions to be a calming and restorative break from their academic workload.

By providing accessible opportunities for students to engage in Zentangle, the school social worker helped cultivate an environment that prioritizes self-care and emotional well-being. The workshops allowed students to disconnect from stress, focus their attention, and develop a creative outlet - all of which contribute to overall mental health and resilience. This initiative was a meaningful complement to the school's broader efforts to support the holistic wellness of its community.

Looking ahead, we plan to build upon these initiatives by seeking further input from the school community and exploring opportunities for greater integration of health and wellness into the academic curriculum. One notable future plan is the establishment of a dedicated mental wellness room for both students and teachers. This space will provide a peaceful and calming environment where individuals can relax, recharge, and prioritize their mental health. By promoting the importance of mental well-being, the school aims to empower its community to adopt and maintain healthy lifestyles, contributing to their overall well-being and academic success.

Through these comprehensive efforts, we have demonstrated a steadfast commitment to addressing the diverse health and wellness needs of its students and staff. The school's holistic approach to promoting healthy lifestyles is a testament to its dedication to fostering a supportive and nurturing environment for all.

C. How Can My School Be Better

National Identity

According to the KPM report, the report indicates that there is still room for improvement in aspects of national identity, such as responsibilities, obligations, pride, respect for the national flag and national anthem. There is still room for improvement in terms of activities and promotion related to national security education.

In the future, the school plans to organize activities related to national conditions for students of different grade levels to enrich their learning experiences. It is encouraged to organize more exchange activities with the mainland. In addition to Chinese language and GS, other subjects should incorporate content related to national security education into the curriculum.

Proper Values and Attitudes

While the remarkable feedback from teachers and students suggest significant progress, the school's APASO (Assessment Program for Affective and Social Outcomes) results reveal an area that requires further attention.

The APASO data shows that the P-value for 'having positive emotions such as happiness and excitement' is 15.9 and 34.5, which are substantially lower than the Hong Kong average of 47.3 and 50 respectively. This discrepancy indicates that despite the success of the Harmony program in fostering a more inclusive and respectful environment, some students are still struggling to experience the levels of positive emotions that are typically observed across the region.

This finding underscores the need for the school to delve deeper into the underlying factors contributing to this emotional disconnect. It may be necessary to incorporate additional well-being initiatives, such as mindfulness workshops, stress management techniques, and opportunities for students to engage in joyful, collaborative activities that nurture a sense of fulfillment and positivity. By addressing this area of concern, we can further strengthen its Harmony program, ensuring that the campus not only promotes respect and inclusion but also empowers students to cultivate a genuine sense of happiness and excitement – crucial elements for their holistic development and academic success.

The concerning APASO data regarding student well-being extends beyond the area of positive emotions. The school's P-value for 'school atmosphere: no negative relationship' is 15.9, which is significantly lower than the Hong Kong average.

This statistic suggests that a concerning proportion of students are experiencing negative relationships and an unsupportive school atmosphere, despite the implementation of the Harmony program's initiatives to foster a more positive and inclusive environment.

Armed with this deeper insight, we can then develop a multifaceted action plan to address the underlying challenges. This may involve enhancing teacher-student rapport, strengthening peer support systems, and creating more opportunities for students to meaningfully engage with the school community in a way that nurtures a sense of belonging and connectedness.

By addressing both the emotional well-being and the overall school atmosphere, we can ensure that its Harmony program truly delivers on its promise of creating a transformative, student-centric learning environment. This holistic approach will not only benefit the current student population but also lay the foundation for sustained positive change in the years to come.

Moving forward, we also plan to continue refining and expanding its Personal Growth Education curriculum, ensuring that all students have the support and resources they need to cultivate a positive, strengths-based mindset that will serve them well both in the classroom and beyond. It is also suggested to continue prioritizing the character-building assemblies as a core component of its programming. By fostering a culture where positive character traits are openly discussed, modeled, and celebrated, the institution aims to empower students to internalize and embody the values that will serve them well both in the classroom and beyond.

Knowledge of Key Learning Areas

According to the Stakeholder Survey (SHS) report, only 68.5% of students agree that both inside and outside the classroom, teachers' questions can inspire critical thinking. 77.2% of students agree that teachers frequently provide feedback on their learning performance, guiding them on how to improve. School should strengthen teachers' questioning and feedback techniques, enhance teachers' understanding of assessment literacy, and utilize assessment data effectively to promote the development of learning and teaching. Strategic implementation of assessment for learning should be carried out to further assist students in connecting their learning with assessment.

Language Skills

According to the Stakeholder Survey (SHS) report, 77.2% of students agree that teachers frequently provide feedback on their learning performance, guiding them on how to improve. School should continuously enhance teachers' assessment literacy and strategically implement "Assessment for Learning" to future assist students in connecting their learning with assessment. The school will strengthen teachers' ability to utilize assessment data effectively to promote learning and teaching.

Generic Skills

Based on the review of each subject's major concern, all subjects have met the standards in cultivating students' generic skills, will incorporated as routine work.

Reading and Information Literacy

According to the Stakeholder Survey (SHS) report, 59.4% of students admit that they do not frequently engage in extracurricular reading. There is still room for improvement in promoting reading in schools in the future. Our school will arrange more reading opportunities for students, such as setting up reading corners, reading clubs, book exchange corners, and organizing extended reading activities. These initiatives aim to enhance students' interest in reading and foster a vibrant reading culture on campus.

Firstly, according to the "Information Literacy for Hong Kong Students" Learning Framework updated in 2024, teachers will review and organize a more systematic table to summarize the categories and literacy areas in different school subjects (mainly General Studies and Computer), activities and competitions. Moreover, teachers would guide students how to locate and access relevant information in some school projects.

Secondly, more activities or competitions can be involved in the coming academic year. More opportunities could be provided to students and explore more about Information Literacy inside and outside classrooms.

Healthy Lifestyle

According to the Stakeholder Survey (SHS) report, 68.2% of students agree that they practice a healthy lifestyle, such as maintaining a regular routine, engaging in moderate exercise and knowing how to manage stress. During the Covid, students' physical activity levels decreased, they did not develop a habit of regular exercise. According to teacher observations, students' physical fitness is weaker compared to before. As school life returns to normal, the Education Bureau also recommends that schools have a responsibility to ensure students' participation in sufficient physical activities both inside and outside the classroom. The school will formulate relevant strategies to assist students in increasing their physical activity levels, developing an active and healthy lifestyle, and promoting physical and mental well-being.

6. 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. Optimize learning, teaching and assessment strategies to enhance students' learning effectiveness.
 2. To cultivate a healthy lifestyle with positive values and physical and mental well-being in a harmonious campus.

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

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		24-25	25-26	26-27		
1. Optimize learning, teaching and assessment strategies to enhance students' learning effectiveness.	1.1 Cultivate teachers' assessment literacy, utilize assessment data to understand and cater students' learning diversity and provide feedback for learning and teaching.	✓	✓	✓	1.1.1 To arrange teachers' assessment literacy related workshops or seminars for teachers to understand students' needs in order to optimize teaching and learning effectiveness.	<input type="checkbox"/> National Identity <input type="checkbox"/> Proper Values and Attitudes <input checked="" type="checkbox"/> Knowledge of Key Learning Areas <input checked="" type="checkbox"/> Language Skills <input checked="" type="checkbox"/> Generic Skills <input type="checkbox"/> Reading and Information Literacy <input type="checkbox"/> Healthy Lifestyle
			✓	✓	1.1.2 After assessments, teachers integrate and analyse assessment data to understand students' learning needs and difficulties, optimizing their teaching strategies through formative assessments in class or afterwards and through exams and quizzes and the review meetings.	
			✓	✓	1.1.3 Teachers engage in in-depth discussions, design corresponding tasks, adjust teaching methods and provide high-quality feedback as well as follow-up measures based on students' learning performance and difficulties through CLP and a systematic review of the school curriculum.	

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		24-25	25-26	26-27		
	1.2 Cultivate teachers' assessment literacy and enhance teachers' questioning and feedback skills to enhance student thinking and learning.	✓	✓	✓	1.2.1 To arrange teachers' questioning and feedback skills related workshops or seminars for teachers to address students' needs in order to optimize teaching effectiveness.	
		✓	✓	✓	1.2.2 To enable teachers to have CLP for each unit or module with a focus on questioning and feedback related skills.	
		✓	✓	✓	1.2.3 To enable teachers to conduct PLO with a focus on questioning and feedback related skills.	
	1.3 Cultivate teachers' assessment literacy, cultivate student self/peer-evaluation to improve student's learning.			✓	1.3.1 Design diverse assessment based on learning objectives, student's learning needs or difficulties, establish clear criteria to assist students in self-evaluation in order to reflect on learning performance.	
				✓	1.3.2 Students examine their own learning performance through self/peer-evaluation, setting strategies to improve their learning.	

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		24-25	25-26	26-27		
2. To cultivate a healthy lifestyle with positive values and physical and mental well-being in a harmonious campus.	2.1 Cultivate students to learn about and show gratitude.	✓			2.1.1 To arrange values education related workshops and seminars for teachers that address their needs and promote students' positive values.	<input checked="" type="checkbox"/> National Identity <input checked="" type="checkbox"/> Proper Values and Attitudes <input checked="" type="checkbox"/> Knowledge of Key Learning Areas <input checked="" type="checkbox"/> Language Skills <input checked="" type="checkbox"/> Generic Skills <input checked="" type="checkbox"/> Reading and Information Literacy <input checked="" type="checkbox"/> Healthy Lifestyle
		✓			2.1.2 Infiltrate values education into various KLAs.	
		✓			2.1.3 Infiltrate gratitude, emotional management and 24 characters content into growth education.	
		✓			2.1.4 Cultivate positive emotions through art education.	
		✓			2.1.5 Implement different school-based reward scheme to encourage internalization of good behaviour.	
		✓			2.1.6 Using a whole-school approach through diversified learning activities, experiential and service-based learning to nourish students' emotions, intentions, behaviours showing gratitude.	
		✓			2.1.7 Decorate campus to display works about positive values message.	

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		24-25	25-26	26-27		
	2.2 Cultivate students to learn about and show appreciation.		✓		2.2.1 To arrange values education related workshops and seminars for teachers that address their needs and promote students' positive values.	
			✓		2.2.2 Infiltrate values education into various KLAs.	
			✓		2.2.3 Infiltrate appreciation into growth education.	
			✓		2.2.4 Cultivate an appreciation for culture through art education.	
			✓		2.2.5 Using a whole-school approach through diversified learning activities, experiential and service-based learning to nourish students' emotions, intentions, behaviours showing appreciation.	
			✓		2.2.6 Implement different school-based reward scheme to encourage internalization of good behaviour.	
			✓		2.2.7 Decorate campus to display works about positive values message.	

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		24-25	25-26	26-27		
	2.3 Cultivate students to learn about and show respect.			✓	2.3.1 To arrange values education related workshops and seminars for teachers that address their needs and promote students' positive values.	
				✓	2.3.2 Infiltrate values education into various KLAs.	
				✓	2.3.3 Infiltrate respect into growth education.	
				✓	2.3.4 Cultivate respect for culture through art education.	
				✓	2.3.5 Using a whole-school approach through diversified learning activities, experiential and service-based learning to nourish students' emotions, intentions, behaviours showing respect.	
				✓	2.3.6 Implement different school-based reward scheme to encourage internalization of good behaviour.	
				✓	2.3.7 Decorate campus to display works about positive values message.	

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		24-25	25-26	26-27		
	2.4 Cultivate students to build healthy lifestyle, establish a self-regulated life.	✓			2.4.1 To teach students to establish a self-regulated life through GS and growth education and theme reading.	
		✓			2.4.2 Organize diversified learning activities to cultivate students to focus on physical and mental health and coping with stress.	
	2.5 Cultivate students to build healthy lifestyle, inspire and explore their potential and interests.		✓		2.5.1 To teach students to recognize and understand their strengths, and to explore their interests through GS and growth education.	
			✓		2.5.2 Organize diversified learning activities to cultivate students to inspire and explore their potential and interests.	
	2.6 Cultivate students to build healthy lifestyle, unleash their potential.			✓	2.6.1 Teach students to set personal goals and develop strategies to achieve them based on their interests and expertise.	
				✓	2.6.2 Organize diversified learning activities To provide students with opportunities to unleash their potential.	

*delete where inappropriate