



SHUN TAK FRATERNAL ASSOCIATION LEE SHAU KEE COLLEGE

School Development Plan 2025/26 - 2027/28



SHUN TAK FRATERNAL ASSOCIATION LEE SHAU KEE COLLEGE

1. School Vision and Mission

Vision:

We are dedicated to fostering a harmonious and supportive community where teachers, staff, and students mutually respect, care for, and learn from one another. Within this nurturing environment, students are empowered to achieve academic excellence, develop strong moral character, and grow healthily while exploring their full potential and broadening their horizons. Together, we build a dynamic learning organization, striving to establish our school as a leading institution in Hong Kong that cultivates future leaders with a global perspective, a deep sense of patriotism and love for Hong Kong, and a strong commitment to social responsibility.

Mission:

Adhering to the school motto of our sponsoring body—"Erudition, Propriety, Commitment and Honesty"—as the guiding principles of education, we cultivate our students through four core teachings: erudition and broad knowledge, moral integrity and diligent conduct, dedication to duty, and honesty without deceit. We emphasize the whole-person development of students in all five aspects of education—moral, intellectual, physical, social, and aesthetic—enabling them to become well-rounded citizens with culture, knowledge, noble character, and a commitment to serving society and contributing to the nation.

2. School Goals

To nurture students who excel academically and are proficient in both Chinese and English, fostering independent learning, critical thinking, and a love for reading in a harmonious, open, accepting, and caring school atmosphere, thus encouraging them to pursue excellence.

3. School Motto

Erudition, Propriety, Commitment and Honesty

4. Holistic Review of School Performance

SWOT Analysis

Our Strengths

1. The sponsoring organization strongly supports the school's development.
2. Students are generally sincere, kind, and eager to learn, with good learning abilities.
3. Parents are supportive of the school's policies, and the relationship between home and school is harmonious.
4. The school enjoys an excellent reputation and widespread praise, requiring little promotional effort for student recruitment. Many teachers can focus on daily teaching and genuinely care for their students.
5. Outstanding alumni and board members provide strong external support.

Our Weaknesses

1. Students generally come from families with lower socio-economic status, and many face challenges in parent-child relationships. They often lack clear learning goals, have low self-confidence, and tend to be self-centered with limited self-discipline.
2. There is significant individual variation among students, requiring the school to allocate additional resources to address diverse learning needs.
3. Students are easily influenced by societal and cultural trends, making moral and character education difficult to implement effectively.
4. The development of diverse after-school activities is constrained by limited resources in terms of time, space, and personnel.

Our Opportunities

1. Stakeholders trust and strongly support the school.
2. The new team brings fresh perspectives and will be led by middle-level teachers to promote a culture of innovation in learning, teaching, assessment, and administration.
3. The teaching staff are relatively young and energetic, open to new ideas and teaching methods, and maintain excellent relationships with students.

Our Threats

1. Government resource cuts have made it difficult for the school to sustain its diverse student development programs.
2. Students live in an era of abundant information and are easily influenced by internet culture, which poses challenges to cultivating positive, grateful, and appreciative values.
3. With a declining population of school-aged children, greater effort is required to maintain the quality of student intake.

a. Effectiveness of the School Development Plan in the cycle of 2022/23 - 2024/25¹

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
Major Concern 1: Encourage Self-Improvement among Teachers and Students to Enhance Teaching and Learning Effectiveness			
Target(s)1.1: Promote student self-directed learning - Strengthen learning skills - Enhance digital learning and self-study abilities	Partly achieved: - Students from Form 1 to Form 4 have their own devices for daily lessons. - Over 90% of teachers utilize digital platforms and materials for learning resources, assignments, and quizzes, which enhances teaching effectiveness. - Programs like the "Form One Bridging Course" and "Form One Learning Week" have improved students' autonomous learning capabilities. - While students' digital learning abilities have significantly improved, further cultivation of self-study methods and habits is needed.	Continue to be a major concern for the next development cycle with adjusted target: - Utilize AI to enhance student motivation and self-directed learning. - Expand "Form One Learning Week" to include various learning activities during lunchtime from September to October, and to help Form One students to establish self-learning habits.	
Target(s)1.2: Improve Students' Language Proficiency	Partially Achieved: Students use English for hosting morning assemblies, General Assembly Period, and extracurricular activities.	Continue to be a major concern for the next development cycle with adjusted target:	

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

• Provide a rich English learning environment; • Foster good reading habits.	• Morning reading has expanded from printed books to electronic reading materials, enriching the scope and forms of reading to enhance students' interests.	• Utilize AI platforms for teaching Chinese and English to enhance students' language proficiency.	
Target(s) 1.3: Enhance Teaching and Assessment Effectiveness • Cater to diverse learning needs and enhance learning effectiveness; • Increase teacher professional training and collaboration.	Partially Achieved: • After-school enhancement classes address students' needs with individualized instruction. • A culture of peer observation and collaborative lesson planning among teachers has been established. • Students' and teachers' perceptions regarding the curriculum and assessment have continuously improved.	Continue to be a major concern for the next development cycle with adjusted target: • Analyze and publish data on subject value-added metrics to promote teachers' reflection on teaching methods.	
Target(s) 1.4: Enhancing Professional Training for Teachers	Partially Achieved: • Open classes have been held, with enthusiastic participation from primary school parents and positive feedback received. Evaluations from primary school teachers have also helped our teachers understand teaching methods at primary level and deepen our understanding of students' needs. • Teacher development workshops have been increased, where experienced teachers share insights on HKDSE result analysis, teaching strategies, counselling techniques, information literacy, leading	Continue to be a major concern for the next development cycle with adjusted target: Strengthen AI and IT teaching strategies to enhance teaching effectiveness.	

	extracurricular activities, and considerations for overseas study. Newly recruited teachers all agree that these workshops are beneficial for their professional development.		
Target(s) 1.5: Sustainably Promote STEM Education and Cross-Disciplinary Activities	Fully Achieved: - Organized STEM fairs, overseas STEM learning, and over 220 students participated in more than 30 STEM competitions and activities, popularizing STEM education. - Cross-disciplinary activities were conducted, fostering students' comprehensive application of knowledge.	Continue to be a major concern for the next development cycle with adjusted target: Extend to STEAM education with Arts learning.	

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
Major Concern 2: Cultivating Positive Values and Attitudes in Students through Various Learning Domains, Related Learning Experiences, and Extracurricular Activities.			
Target(s)2.1: Achieve the Core Values of the School Motto by Learning Ten Essential Values and Attitudes	Partially Achieved: - All subjects have integrated elements of values education, comprehensively promoting moral and civic education. - Weekly assemblies are held with various themes, such as confidence in law compliance,	Continue to be a major concern for the next development cycle with adjusted target: Extend to twelve essential values and attitudes.	

	integrity in public service, and the value of life, to cultivate important values in students. • The publication of "Growth Imprints" enhances students' reflection on personal character and attitudes. The reflection segment of the assembly guides students to consider the relationship between the assembly content and their daily lives and personal growth. • Through various activities such as school team training and student leadership training, essential values like resilience, respect for others, a sense of responsibility, accountability, benevolence, and empathy are cultivated.	• Continue to be a major concern for the next development cycle with adjusted target(s)	
Target(s) 2.2: Assist Students in Accurately Understanding National History, Appreciating Chinese Culture and Traditional Values, and Respecting National Symbols	• The school has continuously enhanced students' experiences in national education (KPM8.3.3). Students' identity recognition in terms of responsibilities, obligations, pride, care for the national flag, national anthem, and achievements has reached the highest values across various emotional development projects (KPM17). • Through sister school scheme, mainland study tours for Form 5 students, departmental-organized study trips to the mainland, and activities such as Chinese Culture Day and fundraising for educational support in China, students' understanding of China's development and appreciation of Chinese culture have been effectively enhanced.	• Incorporated as routine work	

Target(s) 2.3: Provide Students with Authentic Learning Experiences to Understand How to Practice Positive Values and Attitudes Achievement Level	Partially Achieved: Increased cross-disciplinary collaborative activities, Junior Elite Program, Other Learning Experience day, and Club Activities' Days have effectively enriched students' learning experiences, integrating knowledge from various subjects and enabling the practice of positive values and attitudes.	Incorporated as routine work	
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b. Based on the reflection against the seven learning goals^{2II}, 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?
- ◆ How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?
- ◆ How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

a) National and Global Identity

In terms of cognitive understanding of our country, our students have actively participated in mainland study tours and exchange programs to gain first-hand information about our motherland. These programs cover various aspects, from geographical territories, customs, and traditions to historical events and diplomacy, reminding students of their connection to the country.

Regarding the sentimental and implemental levels of national identity, students visited our sister schools where they engaged in cultural exchanges that deepened their understanding of national affairs. Students were eager to learn more about our motherland's modern advancements in technological, social, environmental, and cultural development. Through various national education activities, such as flag-raising ceremonies, students are developing a strong sense of affiliation with the country. They displayed a deep sense of pride, honor, and emotional connection to their nation, empowering them to express their patriotism and reinforcing a shared sense of belonging to their nation and its values.

^{2II} The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

These tours and activities not only help our students gain a broader understanding of national affairs and development in the globalized world but also foster students' interest in Chinese culture and empower them to be informed and responsible national and global citizens. Our students have demonstrated a deep appreciation and respect for cultural diversity and inclusiveness.

In terms of curriculum development to strengthen the sense of national identity among our students, all subjects in our school have integrated elements of national education, incorporating them into daily teaching. Additionally, morning assembly speeches, Basic Law and National Security Law seminars, and Chinese Culture Day reinforce students' understanding of our country's development and appreciation of Chinese culture, thereby enhancing their national identity.

b) Breadth of Knowledge

The integration of cross-disciplinary learning across various subjects has led to the organization of cross-subject activities that assist students in synthesizing knowledge and establishing a comprehensive knowledge base. The accomplishments of our students in the Hong Kong Diploma of Secondary Education (HKDSE) examinations underscore their outstanding capabilities and dedication to maintaining high standards. Our students' extensive knowledge is further evidenced by their exemplary performance in a range of academic activities and competitions.

In recent years, the school has implemented initiatives such as Other Learning Experience Day, Club Activity Days, and cross-disciplinary enrichment activities. These initiatives provide students with a variety of experiences that expand their perspectives and enhance essential skills in planning, communication, collaboration, and problem-solving, while also fostering a strong sense of belonging.

c) Language Proficiency

Our school places a strong emphasis on providing diverse platforms and opportunities for students to enhance their biliterate and trilingual proficiency. Students engage in a variety of language activities, including Chinese and English drama competitions, writing contests, reading report competitions, and debates. Additionally, they serve as hosts during ceremonies and morning assemblies, demonstrating their language proficiency.

d) Generic Skills

In the Student Stakeholder Survey, students noted that teachers effectively imparted learning strategies, such as pre-lesson preparation and the use of online resources, which they found beneficial. Students also actively participated in academic sharing sessions focused on learning skills and Hong Kong Diploma of Secondary Education (DSE) preparation, gaining valuable insights from presentations delivered by graduates and senior students. The implementation of the BYOD program enables most students to utilize tablets in class, facilitating their ability to search for, extract, identify, and organize information, thereby enhancing their understanding of information literacy. Generic skills, such as time management and organizational skills, are nurtured through self-directed learning. In the service-learning program, students actively participated and were given opportunities to practice presentation skills while employing IT skills through online surveys for data collection.

The school offers a variety of extracurricular activities, consisting of 55 different school teams and societies, including various sports teams, arts teams, uniform groups, cultural and talent societies, service groups, and leadership training organizations. These activities allow students to develop their potential while enhancing their communication, collaboration, self-management, and problem-solving skills. Students consistently achieve excellent results, securing over a hundred awards in school and territory-wide competitions annually.

e) Information Literacy

Through the curricula of STEM and IT, students in Computer Literacy have developed a robust understanding of the ethical use of information and emerging technologies. Their engagement in IT-related activities has further enriched their knowledge, addressing critical topics such as internet safety, cyberbullying, and the ethical implications of artificial intelligence. Senior form ICT students have effectively demonstrated their comprehension of these concepts. Their performance underscores a strong grasp of information literacy principles, equipping them to navigate the complexities of the digital landscape responsibly and ethically.

f) Life Planning

The Careers and Life Planning Department has been organizing a variety of activities and programs designed to prepare students for career and life planning, with an emphasis on self-understanding, career exploration, and management. Students engage in career planning activities such as alumni mentorship programs, collaborations with business schools, work-related workshops, workplace visits, and work experience internships. These activities provide insights into different professions and assist students in setting personal academic and career goals. As they learn about various professions, many students reflect on their experiences, which helps them gain a deeper understanding of their personal needs and values. Furthermore, through various career-related counseling schemes and guidance from teachers, students acquire essential skills for navigating their future paths.

g) Healthy Lifestyle

Regarding physical health, most students demonstrate a strong passion for sports, excelling in inter-school athletic competitions and earning numerous awards, which contribute to their physical fitness and self-confidence.

To promote healthy habits, the Healthy Campus Department organized events such as Fruit Week. These events attracted students to enjoy nutritious snacks and drinks while participating in activities like blood pressure measurement.

In terms of mental health, efforts to enhance the resilience of senior students against stress, anxiety, and depression included inviting some students to serve as Pacers. These Pacers organized mental well-being activities such as mindfulness sessions, board games, healthy cooking classes, tea ceremonies, scented candle-making, and floral arrangement workshops during Club Activity Day.

These activities were well-received by the students. According to the school performance evaluation report, perceptions of student support and the school atmosphere among students, teachers, and parents have shown continuous improvement (KPM13, KPM14).

Catering the needs of our students for continuous school improvement and development

a) Learning and Teaching

According to the Stakeholder Survey, there is a slight deficiency in students' confidence and enjoyment of learning, indicating a need for improvement (SHS, Q8, Q9). Additionally, students' interest in and habits regarding reading are insufficient, necessitating more vigorous promotion (SHS, Q12). As our students tend to prioritize exams, there is a need to enhance training in generic skills that extend beyond subject knowledge. To address these issues, the school plans to utilize various electronic platforms to facilitate ongoing self-learning practices. By storing and sharing exemplary student work, we aim to enhance motivation and promote lifelong learning. Our school is allocating additional resources to strengthen professional exchanges across subjects, promoting collaboration among departments and enhancing students' comprehensive knowledge in various disciplines. We believe that keeping pace with technological advancements, such as introducing AI teaching, can enhance teaching effectiveness and strengthen personalized learning support.

b) Values and Attitudes

As students' self-discipline and adherence to rules require further improvement, our school will mandate that all Form 1 students participate in a uniform team during the next development cycle. This will involve foot drill training during the summer holiday to strengthen discipline (SHS, Q18). To enhance home-school cooperation, co-class teachers will make phone calls to students' parents from September to October to understand students' family backgrounds, providing timely and appropriate support.

The "Growth Imprints" initiative will be integrated with General Assembly Periods to guide students in reflecting on the values learned during assemblies and their relevance to daily life. Following uniform tests, examinations, and major school events, students will be encouraged to review and reflect on their thoughts to foster self-assessment habits and the pursuit of excellence. Our school will also introduce a "Student Service Award Program" to encourage participation in school and community service, thereby enhancing empathy, commitment, and benevolence. Additionally, we will participate in the "Hong Kong Award for Young People" to help students expand their social networks, discover diverse potentials, foster resilience, and develop a positive attitude.

c) Physical and Mental Health

It has been observed that stress levels among students, particularly senior form students preparing for the DSE exam, are rising. It is essential to enhance students' problem-solving skills and resilience to enable them to adapt and recover from adversity effectively. Our school fosters an environment that promotes mental and physical health through initiatives such as the "Chill Zone" and wellness stations. Students are actively involved in the design and planning of these spaces, which enhances their confidence, sense of achievement, and sense of belonging to the school. Additionally, we participate in the "JC LevelMind @ School" program to implement self-management courses and train student ambassadors to share and promote knowledge related to mental and physical health.

d) National Education

National education is one of the top priorities in our school development, as we are committed to fostering students' sense of national identity, belonging, and responsibility towards their country. This education helps students understand national history, culture, and development, as well as the country's economic system and laws, including the Constitution and Basic Law. National security education is also a component, aimed at fostering an awareness of national security issues and the rule of law.

Our school participates in the Learning Circle of National Education to strengthen communication with the Education Bureau and other schools. We collaborate to organize professional development courses to enhance learning and teaching effectiveness. Additionally, we have joined the Association of Hong Kong Flag-guards and established a Flag-guards team to provide systematic training in flag-raising, thereby strengthening national education. Our school conducts cross-disciplinary collaboration in subjects such as Chinese, Chinese History, Chinese Literature, and Citizenship and Social Development to further promote Chinese culture and deepen students' national pride.

c. How Can My School Be Better

- ◆ What are my students' needs?
- ◆ What is my school's capacity for continuous improvement and development?
- ◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

National Education:

- Participate in Learning Circle of National Education to strengthen communication with the Education Bureau and other schools, organizing professional development courses to enhance learning and teaching effectiveness.
- Join the Association of Hong Kong Flag-guards and establish a Flag-guards team to provide systematic training in flag-raising, strengthening national education.
- Conduct cross-disciplinary collaboration in subjects like Chinese, Chinese History, Chinese Literature, and Citizenship and Social Development to further promote Chinese culture and deepen students' national pride.

Learning and Teaching:

- According to the SHS survey, students' confidence in learning and enjoyment of learning is slightly lacking and needs improvement (SHS, Q8, Q9). To address this, the school plans to utilize various electronic platforms for ongoing self-learning practice, storing and sharing excellent student work to enhance motivation and promote lifelong learning.
- Keep pace with the times by introducing AI teaching to enhance teaching effectiveness and strengthen personalized learning support.
- Students' interest and habits regarding reading are insufficient and need to be promoted more vigorously (SHS, Q12).
- Students tend to prioritize exams; therefore, there is a need to enhance training in generic skills beyond subject knowledge.
- Strengthen professional exchanges across subjects to promote collaboration among departments and enhance students' comprehensive knowledge in various disciplines.

Values and Attitudes:

- Students' self-discipline and adherence to rules need improvement. The next development cycle will require all Form 1 students to participate in a uniform team, undergoing drill training during the summer holiday to strengthen discipline (SHS, Q18).
- Enhance home-school cooperation by having co-class teachers use phone calls to understand students' family backgrounds from September to October, providing timely and appropriate support.
- The "Growth Imprints" initiative will be integrated with General Assembly Periods to guide students in reflecting on the values learned during assemblies and their relationship with daily life; after uniform tests, examinations, and major school events, students will be encouraged to review and reflect, fostering self-assessment and the pursuit of excellence.
- Introduce a "Student Service Award Program" to encourage participation in school and community service, enhancing empathy, Commitment, and Benevolence.
- Participate in the "Hong Kong Award for Young People" to help students expand their social networks, discover diverse potentials, foster resilience, and develop a positive attitude.

Physical and Mental Health

- Establish a healthy lifestyle: participate in the "JC LevelMind @ School" program and implement self-management courses for mental and physical health, training student ambassadors to share and promote related knowledge.
- Create an environment that promotes mental and physical health, such as the "Chill Zone" and wellness stations, with student involvement in space design and planning to enhance their confidence, problem-solving abilities, and sense of belonging to the school.

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

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

1. Leverage Emerging Technologies to Enhance Learning and Teaching Effectiveness
2. Nurture Positive Values, Unlock Student Potential

Major Concerns	Targets	Time Scale			Strategies	Seven Learning Goals*
		25-26	26-27	27-28		
Leverage Emerging Technologies to Enhance Learning and Teaching Effectiveness	Promote student self-directed learning	✓	✓	✓	Integrate emerging technologies in all subjects — such as using Artificial Intelligence (AI) for pre-lesson preparation and classroom learning-teaching activities — and make effective use of multimedia teaching resources	Breadth of Knowledge, Language Proficiency, Generic Skills, Information Literacy
		✓	✓	✓	Enhance students' information literacy and appropriately utilize IT systems and online resources to support learning	
		✓	✓	✓	Use online platforms to organize subject-based and promote a culture of collaborative learning and self-directed study	
		✓	✓	✓	Leverage various e-learning platforms to optimize lesson design, encourage student participation, and enhance teacher-student and peer interactions using relatable, real-life examples	
		✓	✓	✓	Utilize various e-learning platforms to optimize English learning strategies and strengthen the integration of teaching, learning, and assessment to enhance learning effectiveness	
	Enhancing students' language proficiency	✓	✓	✓	Whole-school use of digital media to coordinate English-related activities, competitions, and promotions across subject departments — creating an English-rich learning environment to boost students' language confidence	Breadth of Knowledge, Language Proficiency, Generic Skills

		✓	✓	✓	Promote e-reading activities across subjects to create a positive reading atmosphere, enabling students to enjoy reading, enhance their reading ability, and strengthen self-directed learning	
		✓	✓	✓	Conduct after-school enrichment and support programs in small groups across subjects, using cross-disciplinary English learning activities tailored to individual student needs — with the goal of enhancing their English proficiency and improving DSE performance	
	Enhancing the effectiveness of teaching, learning, and assessment	✓	✓	✓	Utilize emerging technologies across subjects to analyze students' diverse learning abilities, design assignments based on individual capabilities, optimize homework policies, and adjust the format, quantity, and content of assignments to address varied learning needs	Breadth of Knowledge, Language Proficiency, Generic Skills, Information Literacy
		✓	✓	✓	Strengthen examination strategies training for DSE students across subjects to improve their public examination performance.	
		✓	✓	✓	Establish subject-specific teaching resource banks to leverage the functions of a knowledge management system	
		✓	✓	✓	Promote innovative learning models by participating in the Education Bureau's "AI for Science Education" initiative to strengthen students' learning effectiveness	
	Increase professional development and collaboration among teachers	✓	✓	✓	Deepen the concept of collaborative lesson planning and peer lesson observation across subjects, and promote a culture of cross-disciplinary lesson evaluation	Breadth of Knowledge, Language Proficiency, Generic Skills, Information Literacy
		✓	✓	✓	Through the Education Bureau's "AI for Science Education" initiative, arrange for teachers to participate in professional training and conduct lessons to strengthen science teachers' ability to	

					use AI-assisted instruction and promote innovative teaching	
	Continually deepen STEAM education	✓	✓	✓	Arrange suitable learning activities for each subject, such as cross-disciplinary and cross-domain project-based learning or competitions	Generic Skills, Information Literacy
		✓	✓	✓	Organize student exhibitions and subject-based theme weeks to showcase and celebrate students' diverse achievements in project-based learning	
Nurture Positive Values, Unlock Student Potential	Based on the school motto, cultivate twelve core values and attitudes through various activities	✓	✓	✓	Popularize exchange activities to ensure students of varying abilities have opportunities to participate, and arrange for subject panel teachers to serve as group leaders in both local and overseas exchanges	National and Global Identity, Generic Skills, Life Planning, Information Literacy, Healthy Lifestyle
		✓	✓	✓	Make good use of the alumni network resource bank to strengthen connections and collaboration with alumni. Alumni can share their growth experiences to cultivate students' sense of responsibility, commitment, and willingness to challenge themselves.	
	Understanding the country's history and development, and appreciating the beauty of traditional Chinese culture	✓	✓	✓	Through morning assemblies, weekly assemblies, and designated events, promote activities or visits that enhance students' national identity. Organize themed events such as Chinese culture promotion activities and national condition exhibitions	National and Global Identity, Breadth of Knowledge, Generic Skills
		✓	✓	✓	Subject panels organize various activities to help students develop an accurate understanding of the country's history and development, and appreciate traditional Chinese culture	
	Promote students' holistic development to help them realize their full potential	✓	✓	✓	Cultivate students' good character and behavior through diversified whole-person activities, both inside and outside the classroom	Life Planning, Healthy Lifestyle
		✓	✓	✓	Refine various reward schemes that support students' whole-person development, and	

					encourage them to actively showcase their potential	
		✓	✓	✓	Enhance students' confidence and sense of achievement through various student activities and leadership training, while passing on valuable student experiences	
		✓	✓	✓	Develop students' individual potential and showcase their outstanding learning achievements in various domains	
		✓	✓	✓	Subject panels provide training and encourage students to participate in external competitions to strive for excellent results	

*** Seven Learning Goals:**

To enable students to

- become an informed and responsible citizen with a sense of national and global identity, appreciation of proper values and attitudes as well as Chinese culture, and respect for pluralism in society
- acquire and construct a broad and solid knowledge base, and to understand contemporary issues that may impact on students' daily lives at personal, community, national and global levels
- become proficient in biliterate and trilingual communication for better study and life
- develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work
- use information and information technology ethically, flexibly and effectively
- understand one's own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career
- lead a healthy lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts

National and Global Identity Breadth of Knowledge Language Proficiency Generic Skills Life Planning Information Literacy Healthy Lifestyle