

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

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Secondary Education)
		2024/25	2025/26	2026/27		
1. Inspire students' innovation through enlightening STEAM-related activities	1.1 Incorporate more learning elements of innovation and technology (I&T) into various subjects	✓	✓	✓	a. Strengthen the knowledge foundation in Science, Technology, Visual Arts [VA] (including Integrated Arts [IA]), and Mathematics	<ul style="list-style-type: none"> <li>Breath of Knowledge</li> <li>Information Literacy</li> <li>Generic Skills</li> </ul>
		✓	✓	✓	b. Utilise subject-based and cross-subject learning and teaching resource materials to enhance students' universal learning of innovation and technology (I&T)	
		✓	✓	✓	c. Organise or arrange students to participate in quality STEAM learning activities (school-based pull-out programmes)	
	1.2 Cultivate a conducive atmosphere for learning Science, Technology, Visual Arts, Mathematics, and innovation & technology (I&T)	✓	✓	✓	a. Organise STEAM Days for junior form students with due emphasis on I&T	<ul style="list-style-type: none"> <li>Breath of Knowledge</li> <li>Information Literacy</li> <li>Generic Skills</li> </ul>
			✓	✓	b. Utilise and optimise the school facilities to stretch students' innovation and creativity	
	1.3 Identify and nurture students with potential in STEAM as innovators and coaches	✓	✓	✓	a. STEAM Innovators are identified and trained as coaches for other students	<ul style="list-style-type: none"> <li>National and Global Identity</li> <li>Breath of Knowledge</li> <li>Information Literacy</li> <li>Generic Skills</li> </ul>
		✓	✓	✓	b. Engage STEAM innovators to provide quality learning experiences in STEAM exploration for primary and secondary students	
		✓	✓	✓	c. Arrange STEAM innovators to participate in STEAM exhibitions locally, nationally, and globally	

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2. Foster a vibrant reading culture with enhanced cross-curricular collaboration	2.1 Enhance students' reading habits through interdisciplinary collaboration	✓			a. Optimise the structure of the Reading Core Group comprising administrators, subject and committee representatives dedicated to promoting reading across different disciplines	<ul style="list-style-type: none"> <li>• Breadth of Knowledge</li> <li>• Language Proficiency</li> <li>• Generic Skills</li> <li>• Information Literacy</li> <li>• National and Global Identity</li> </ul>
		✓	✓	✓	b. Devise interdisciplinary projects and activities that incorporate reading and information literacy to facilitate the practical applications of reading in real-life contexts	
		✓	✓	✓	c. Engage students in meaningful reading experiences through inter-disciplinary collaboration	
	2.2 Empower students as engaged learners and avid readers	✓	✓	✓	a. Cultivate and enhance students' interests and sense of ownership of learning through enlightening reading experiences	<ul style="list-style-type: none"> <li>• Breadth of Knowledge</li> <li>• Language Proficiency</li> <li>• Information Literacy</li> <li>• Generic Skills</li> <li>• National and Global Identity</li> </ul>
		✓	✓	✓	b. Motivate students' reading incentive through book review videos	
		✓	✓	✓	c. Engage students to share reading experiences through meaningful online and offline activities	
	2.3 Implement effective strategies to cultivate a vibrant reading culture	✓	✓	✓	a. Conduct reading promotion campaigns to create a buzz around reading and generate excitement among students	<ul style="list-style-type: none"> <li>• Breadth of Knowledge</li> <li>• Language Proficiency</li> <li>• Healthy Lifestyle</li> <li>• Generic Skills</li> <li>• Values (Filial Piety)</li> </ul>
		✓	✓	✓	b. Refurnish existing and establish new facilities to create more reading spaces and provide students with a conducive learning environment	
			✓	✓	c. Empower parents to be their children's reading partners	

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3. Enable students to develop life-long learning capabilities through experiential learning	3.1 Enrich and extend learning in subjects and cross-curricular studies in order to acquire and construct a broad and solid foundation of knowledge	✓	✓	✓	a. Provide experiential learning experiences for students (e.g. cross-curricular projects, visits, field trips, etc.) to broaden their knowledge in different subjects and nurture skills for the future world	<ul style="list-style-type: none"> <li>• Breadth of Knowledge</li> <li>• National and Global Identity</li> <li>• Generic Skills</li> </ul>
		✓	✓	✓	b. Organise mainland and overseas cross-curricular study trips to deepen participants' understanding of contemporary national and global issues	
		✓	✓	✓	c. Empower students to have greater self-awareness and make insightful reflections after participating in experiential learning activities	
	3.2 Provide quality physical and aesthetic education beyond the classroom to help them establish a healthy and balanced lifestyle	✓	✓	✓	a. Engage students to lead a healthy lifestyle with active participation in physical and aesthetic activities	<ul style="list-style-type: none"> <li>• Healthy Lifestyle</li> <li>• Generic Skills</li> </ul>
		✓	✓	✓	b. Refurnish school infrastructure to create spaces that foster physical and aesthetic pursuits	
	3.3 Engage students in career-related experiences and community services to nurture their lifelong interest, habits and personal career planning	✓	✓	✓	a. Offer service-learning opportunities locally, nationally or globally for students to nurture their values of benevolence, commitment, and empathy	<ul style="list-style-type: none"> <li>• Life Planning</li> <li>• Generic Skills</li> <li>• National and Global Identity</li> </ul>
		✓	✓	✓	b. Provide workplace visits and internship programmes to help students make informed choices for career and life planning	
		✓	✓	✓	c. Explore and enhance students' leadership capabilities with customised programmes	