



# **SKH Chan Young Secondary School School Development Plan**

**2025/26 - 2027/28**

Last revised: 11 September 2025

## 1. School Vision & Mission

### Vision

The school endeavors to provide an all-round Christian education, and nurture students' motive for seeking the truth so that they can find pleasure in life, realize their aspirations and eventually become citizens with worldwide vision.

### Mission

To provide an ideal and happy learning environment through an all-round Christian education so that students can have a balanced development in seven major learning areas: spiritual, intellectual, moral, social, physical and artistic, Chinese culture and Information Technology studies. This helps them attain a positive attitude, value, knowledge and skills of lifelong learning so as to glorify God and do good for the individual, family, society, country and whole world.

## 2. School Goals

### I. Spiritual development

Nurture students spiritually by leading them to God and following the footsteps of Jesus Christ.

### II. Moral education

Guide students to establish self-esteem and pave their way towards a positive life. They will be able to realize themselves through a balanced development in cognitive, sentimental and ideological aspects.

### III. Intellectual development

Provide students with a diversified curriculum which will develop their critical thinking skills, build a good learning attitude and inspire their eagerness for meaning and truth.

### IV. Technology education

Prepare students to enter the world of information technology by letting students equip themselves with IT knowledge so as to facilitate learner autonomy and life-wide learning.

### V. Physical and artistic education

Develop students' potential in sports and audio-visual art; foster the sentiment of art appreciation.

### VI. Social awareness

Help students understand their responsibility as well as their rights as individuals in society and learn the skills for living gregariously, be concerned about society and be able to contribute to it.

### VII. Chinese culture studies

Manifest the contemporary function of traditional Chinese cultural values and essence. Cultivate a virtuous personality with mercy and selflessness, self-consciousness and independence.

### 3. School Motto

## School Motto : Forward & Upward

### 校 訓：志學 知天

- (1) We should put our best foot forward (English Idiom)  
(We should make our best effort both in work and in study.)  
Going forward for a greater improvement upon our last attempt; and looking upward for seeing the yonder light from the Heavenly Father. (William Barclay)
- (2) 子曰：「吾十有五而志於學，三十而立；四十而不惑；五十而知天命；六十而耳順；七十而從心所欲，不踰矩。」（論語為政）（孔子說：「我十五歲的時候，就專心研究學問；三十歲而能自立為人；四十歲能信從一切事理而沒有疑惑；五十歲通達宇宙人生的根本大道；六十歲的時候什麼事一聽就明白，七十歲則隨心去做而不違背常理。」）
- (3) 孟子曰：「盡其心者，知其性也；知其性，則知天矣。」（孟子盡心）（孟子說：「能夠極盡自己靈明的本心的人，就能夠曉得自己的自然本性了；曉得自己的自然本性，就可曉得天道。」）
- (4) 12 節：聖保羅說：「這不是說我已經成功，或已經完全了。我繼續奔跑，只求贏得那獎賞；其實，為要使我達到這目標，基督耶穌已經先贏得了我。13 節：弟兄們，我並不以為我已經達到這目標；我只專心一件事：就是忘記背後，全力追求前面的事。14 節：因此，我向着目標直跑，為要得到獎賞；這獎賞就是屬天的新生命，是上帝藉着基督耶穌呼召我去領受的。」（聖經腓立比書三章）

#### 4. Holistic Review of School Performance

##### a. Effectiveness of the School Development Plan in the cycle of 2022/23 – 2024/25

##### Major concern 1: Equip students with skills necessary for 21st century learning

Target	Extent of the target achieved	Follow-up action(s)	Remarks
To enhance students' competence and efficacy as self-directed learners	Partially achieved	<ul style="list-style-type: none"> <li>Extend LAC to additional EMI subjects and enrich its contents to sharpen presentations skills and report-writing skills.</li> <li>Use emerging technologies, including artificial intelligence (AI), to deepen students' self-directed learning</li> </ul>	<ul style="list-style-type: none"> <li>LAC for S.1 students has been in place for three years, with adjustments made after evaluation each year. In 2024/25, History, Geography and Science were covered with a focus on exam skills. Students showed an increased awareness in some of the content-subject assessments.</li> <li>Study skills workshops were offered to S.1, S.4, S.5, and S.6 students to foster self-learning routines</li> </ul>
To enable students to apply multi-disciplinary knowledge	Partially achieved	<ul style="list-style-type: none"> <li>To strengthen cross-curricular collaboration in activity planning, specifically for the cross-curricular project learning for S.2 and S.3 students to deepen connections across subjects</li> </ul>	<ul style="list-style-type: none"> <li>New elements such as AI were integrated into our curriculum, creating opportunities for students to apply multi-disciplinary knowledge</li> <li>The introduction of project-based learning for S.2 students enabled them to integrate and apply knowledge from PSHE subjects as well as self-directed learning strategies.</li> </ul>
To promote "reading to learn"	Partially achieved	<ul style="list-style-type: none"> <li>Students' reading habits were strengthened after the introduction of DEAR time, various reading activities and cross-curricular collaboration.</li> <li>To broaden students' knowledge base, more subject panels will assign extended reading tasks and enhance collaboration with the teacher-librarian to recommend a wider range of quality materials using technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Students' reading habits have shifted largely from hard copies to e-books. In 2024/25, the total hours spent reading e-books increased.</li> <li>Book sharing sessions, led by guest speakers, and teachers, were conducted to foster a strong reading culture.</li> <li>More reading activities were arranged through cross-curricular collaboration, including the Smart City project in S.2 Technology, project-based learning and book club activities in English Language and History.</li> </ul>

			<ul style="list-style-type: none"> <li>Some students' reading skills were enhanced through LAC, modified S.1 Chinese and S.1-S.3 English reading curriculum</li> </ul>
To enhance assessment literacy	Largely achieved	<ul style="list-style-type: none"> <li>Introduce an assessment policy to strengthen students' readiness for examinations</li> </ul>	<ul style="list-style-type: none"> <li>The new assessment framework with two terms and two examinations enables more timely and diagnostic feedback.</li> <li>Teachers' assessment literacy has been enhanced through a series of professional development activities provided by the QSIP team. For instance, several subjects have refined their examination designs, such as introducing a blueprint for paper setting. This has helped students set clear learning goals.</li> </ul>
To promote e-learning	Partially achieved	<ul style="list-style-type: none"> <li>Enhance the Wi-Fi network to support collaborative and interactive learning activities in the classroom to support smoother participation in interactive learning activities</li> <li>Review the BYOD policy and introduce a policy on use of AI to promote academic integrity</li> <li>Continue providing training for teachers on e-learning pedagogy to enable more timely feedback</li> <li>Develop an e-learning user guide for students to support independent learning</li> </ul>	<ul style="list-style-type: none"> <li>The BYOD program now covers all S.1-4 students and is optional for students in other class levels.</li> <li>Regular short sharing sessions on e-learning were arranged for teachers during lunch time</li> </ul>
To cater for learner diversity	Partially achieved	<ul style="list-style-type: none"> <li>Enhance teachers' questioning techniques and skills to provide effective feedback to help students understand their strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>With the support from the QSIP team, a four-year teaching development program has enhanced teachers' awareness and skills in managing learner diversity.</li> <li>Enhanced collaborative lesson planning and peer observations to improve the quality of instruction and develop a shared understanding of effective teaching practices</li> </ul>

Major concern 2: Help students develop a growth mindset, positive values, attitude, and self-identity

Target	Extent of the target achieved	Follow-up action(s)	Remarks
To enhance students' confidence and self-image	Largely achieved	<ul style="list-style-type: none"> <li>The role of class teachers can be reinforced in pastoral care</li> </ul>	<ul style="list-style-type: none"> <li>All S.4 students took turns to read Bible verses and announcements, and students shared thematic topics in morning assembly. Their confidence and self-image were improved.</li> <li>Parent education activities were organized and home-school collaboration were strengthened. The average scores in the SHS over the past three years were 3.8, 3.8, and 3.9, indicating the work was effective.</li> <li>The comment system of the report card was improved to foster students' growth mindset and positive attitudes.</li> <li>The Q-scores for the Meaning of Life domain in the APASO over the past three years were 109, 107, and 116. The Q-scores for the Leadership domain in the APASO were 114, 115, and 116.</li> </ul>
To foster a healthy lifestyle	Partially achieved	<ul style="list-style-type: none"> <li>The mental well-being of students and teachers can continue to be strengthened</li> <li>Homework, assessment policy and school rules are to be reviewed to foster a low stress and supportive learning environment for students</li> <li>More measures for supporting regular physical exercise should be introduced</li> </ul>	<ul style="list-style-type: none"> <li>The mental wellbeing among students was improved through various types of activities and talks that promote stress management and relaxation strategies held</li> <li>Teachers and students shared insights into healthy lifestyles in morning assembly. Regular exercise is encouraged through the MVPA60 award scheme.</li> <li>The uptrend in average score in evaluation surveys over the past three years (2.1, 1.98, and 1.93) indicated that students have developed a greater awareness of the importance of healthy lifestyle through participating in school activities.</li> </ul>
To promote values and attitude education	Largely achieved	<ul style="list-style-type: none"> <li>Most work would be incorporated as routine work</li> <li>Class teachers are to be further empowered in nurturing students</li> </ul>	<ul style="list-style-type: none"> <li>Mainland Study Tours and Chinese Cultural Day helped students enhance their national identity.</li> <li>Topics related to life education and positive value were delivered during life-wide learning lessons and class teacher periods.</li> </ul>

			<ul style="list-style-type: none"> <li>• The components of values and attitude education were integrated into the curricula of various subjects.</li> <li>• In an evaluation survey, students were asked whether the class teacher periods contributed to the improvement of their personal and moral character and conduct. The average scores given by students over the past three years were 2.8, 1.59 and 1.71, indicating that they generally found the content useful</li> </ul>
To widen students' horizons and unleash their potential by providing diverse learning opportunities	Partially achieved	<ul style="list-style-type: none"> <li>• Guidelines for LWL lessons to ensure balanced and comprehensive coverage</li> <li>• Broader territory-wide exposure in the fields of STEM and social service can be provided to students to expand their horizons and unlock their potential</li> <li>• Study tours with various objectives</li> </ul>	<ul style="list-style-type: none"> <li>• The average scores in an evaluation survey given by students over the past three years were 2, 1.83 and 1.84. This indicated that Life-wide Learning (LWL) lessons have successfully broadened students' horizons and inspired their holistic development.</li> <li>• KPM indicates that students' participation in territory-wide competitions in national education, STEAM and language is low</li> </ul>
To enable students to plan for their life	Partially achieved	<ul style="list-style-type: none"> <li>• More in-depth life planning education and support should be provided to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Topics related to life planning have been delivered during life-wide learning lessons and class teacher period of each cycle.</li> <li>• The average scores in an evaluation survey given by students over the past three years were 2.07, 1.93 and 1.94. It indicated that students improved their self-understanding as well as their understanding of pathways for further education and employment.</li> </ul>

- 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.

Self-evaluation on students' performance in achieving the seven learning goals

National and Global Identity

As indicated by the result of APASO survey, our students' sense of national identity is above average, Nevertheless, there is room for improvement in their participation in singing national anthem in flag-raising ceremonies and in their global perspective.

Breadth of Knowledge

Students are expected to play a more active role in knowledge acquisition and societal awareness. The History subject should be extended to S.2 and S.3 to give students sufficient knowledge of global development and international issues. A whole school approach for inquiry-based learning and cross-subject collaboration are needed.

Generic skills

Some students lack confidence, and they are self-oriented and unwilling to work with others; Lack of exposure and solid knowledge foundation hinder their critical thinking development. Project learning and empowerment in CCA posts help students develop management, functional skills, communication skills, collaboration and critical thinking.

Language proficiency

Students are given more opportunities of public speaking in English. Nevertheless, they often struggle to connect theoretical knowledge to real-world applications, leading to disengagement, poor retention of information, and unsatisfactory academic performance. Use of AI platforms helps to provide more opportunities for practice, LAC curriculum for junior students can be enriched.

Information Literacy

Some cases of misbehavior indicate that the whole school approach in Information Literacy education is necessary. A supervision mechanism is needed to ensure the 9 literacy areas of the Information Literacy framework are covered.

Healthy Lifestyle

There are not enough opportunities for appreciation of sports and aesthetic performances. Some students yet developed a healthy lifestyle, lack of sleep, not eating breakfast and lack of regular exercises are not uncommon. The timetable, homework and assessment policies could be reviewed to create spaces for physical exercise and appreciation.

Life planning

Students should be given more guidance in understanding themselves and subject choices, and more support in JUPAS application and further studies. The implementation of life planning education needs more support and supervision.

Self-evaluation on leading continuous improvement and development for students' whole-person development and lifelong learning
The work on promoting growth mindsets and positive attitude demonstrated remarkable achievements for most students. Nevertheless, more could be done on timely recognizing good behavior, and showcasing students' achievements.
To further enhance students' self-image and confidence, students are encouraged to take part in territory-wide competitions. Exchange with local schools might be helpful.
Most teachers agreed that students' generic skills need to be improved. These skills are essential to the whole-person development and lifelong learning for students, no matter in further studies or career development.
With the evolution of AI, students' information literacy and their skills in using AI for self-directed learning should be further enhanced.

c. How Can My School Be Better

(i) Our students' needs

Learning Goals	Reflection on Students' Needs in terms of 'Interests', 'Abilities', 'Learning' and 'Development'
Global and national identity	Students have strong national identity. For their learning and development, there is room for improvement in their global perspective.
Positive Values and attitudes	To internalize positive values and attitudes via leadership training, and quality post-activity debriefing. This helps strengthen their resilience to cope with future opportunities and challenges.
Knowledge in KLAs	To increase the breadth and depth of knowledge by connecting and extending textbook knowledge to real world through creating more authentic immersive hands-on learning opportunities. This arouses students' interest in learning and enables students to apply inter-disciplinary knowledge to solve problems in real life.
Life planning	Students need more support in goal settings, understanding of their characters, and more guidance in subject choices and university admissions.
Language Proficiency	Our students demonstrate proficiency in Chinese and Putonghua. An English-rich learning environment should be created to provide students more opportunities to use English in school life, this is in particularly important to those cross-border students.
Generic Skills	For further studies and career preparation, students need to be provided with more supporting measures and opportunities for developing their generic skills, e.g.: empowerment in co-curricular activities, project learning, changes in assessment mode.
Healthy Lifestyle	Regular participation in physical activity and opportunity for artistic appreciation would be beneficial to students' physical and mental health. More timely recognition of positive behavior and appreciation also helps to increase sense of happiness.

(ii) School's capacity for continuous improvement and development

	Performance on Enriching Students' Learning Experiences	Performance on Leading for Development and Refinement
Our Strengths	<ul style="list-style-type: none"> <li>• The share of lesson time across KLAs is aligned with that required by the EDB</li> <li>• The timetabled LWL lessons provides a good platform for different subject panels and committees to organize other learning experiences for students</li> <li>• A board spectrum of interest clubs and school teams are provided to cater for diversified needs of students in terms of interests and capability</li> <li>• Study tours with different learning focuses are organized from time to time to widen students' horizons, and a mechanism is ready to ensure fair participation among students</li> </ul>	<ul style="list-style-type: none"> <li>• School management upholds "specialized teaching" when hiring teachers, and deploys duties with reference to teacher's strengths and preference</li> <li>• School management utilizes community resources and partnership to facilitate teaching and learning, professional development for teachers, student support and parent education.</li> <li>• Effective use of IT has streamlined administration, enhanced administrative efficiency, and reduced teachers' workload</li> <li>• Parents agree with the direction of school development in recent years, school's policies and are willing to support the school in different events</li> </ul>
Areas of Improvement	<ul style="list-style-type: none"> <li>• To promote whole-person development, the inclusion of goal setting, time management, SDL skills, and reflection in class teacher period or LWL lessons</li> <li>• To have a healthy body and mind amid the busy schedule by doing regular physical exercise</li> <li>• To encourage students to 'try' and 'face failure' positively to see possibilities in life</li> <li>• To review timetable, homework and assessment policies as to seek a better balance between student's learning needs and wellbeing</li> <li>• To boost students' motivation, interests and confidence in learning by linking their learning to their needs</li> <li>• To further promote cross-curricular learning, in particular cross-subject project learning</li> <li>• To build a 'Talent Pool' to help teachers identify the talents of each student and stretch their potential by referring them to appropriate gifted program</li> </ul>	<ul style="list-style-type: none"> <li>• To sharpen leadership of middle managers and uplift their initiative in school development</li> <li>• To explore switching to a learning management platform that includes AI features and could be used by cross-border students to deepen self-directed learning and learning beyond classrooms</li> <li>• To nurture more teachers to fill up the middle management posts with the shared belief of "student-first" in decision making</li> <li>• To enhance supervision and monitoring of implementation, and focus the evaluation on the influence to students</li> </ul>

(iii) Development priorities

To success, no matter whether in either or both of, academic and whole-person education for students, students' well-being, their sense of belonging to the school and intrinsic commitment are essential. Only by cultivating a growth mindset among students, can they become confident in learning and will eventually enjoy learning. Only by promoting empathic cooperative learning in a less-competitive classroom, students can learn collaboratively with their trust-worthy peers, and they will ultimately strengthen their personal growth.

Figures from different evaluation tools showed that some students have low confidence in learning and asking questions in class even though they are willing to learn, and some students are facing difficulties in peer relationships and afraid of collaborating with others. Teachers' readiness to work collaboratively by changing the classroom setting into one that makes teaching and learning less stressful but more synergetic using 'Cooperative Learning' pedagogy are essential. Students' physical exhaustion caused by their packed schedule and insufficient rest time, and mental fatigue arisen from their unrealistic self-expectations and emotional fragility are also our concerns.

In the process of preparing this school development plan, teachers also opted that the student wellbeing and their whole person development should be put as the top priority.

On the other way, exploring ways to strengthen self-directed learning and enhance student's generic skills are the second issues that we must cope with. The evolution of AI becomes an opportunity if students were able to use it in an ethical way. Therefore, our second priority of development would be enhancement of leaning skills with ethical use of technology.

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. Holistic support to enhance students' wellbeing and development
2. Nurturing a learning community by strengthening students' learning skills and ethical use of technology

### School Development Plan (2025-2028)

Major Concerns	Targets	General outline of strategies	Time scale			Learning goals
			25-26	26-27	27-28	
Holistic support to enhance students' wellbeing and development	Students are given timely nurturing support by teachers and specialists	<ul style="list-style-type: none"> <li>Organize professional development workshops for teachers on counseling skills and early intervention</li> </ul>	✓	✓	✓	Healthy lifestyle
		<ul style="list-style-type: none"> <li>Understand students' habits and identify needy students for timely support through observation and survey</li> </ul>	✓	✓	✓	
		<ul style="list-style-type: none"> <li>Provide talks and support for teachers' wellbeing</li> </ul>	✓	✓	✓	
	To foster development of students' growth mindset and self-image by providing a safe, healthy, positive learning environment	<ul style="list-style-type: none"> <li>Empower class teachers in pastoral care, class ethos and ensuring a regulated learning atmosphere</li> </ul>	✓	✓	✓	Healthy lifestyle
		<ul style="list-style-type: none"> <li>Deliver life education in class teacher periods and LWL lessons</li> </ul>	✓	✓	✓	
		<ul style="list-style-type: none"> <li>Explore ways to timely recognize students' positive behavior and achievements</li> </ul>	✓	✓	✓	
		<ul style="list-style-type: none"> <li>Revise homework and assessment policies to avoid over-stress and foster growth mindset</li> </ul>	✓	✓	✓	
		<ul style="list-style-type: none"> <li>Review the timetable to create space for physical &amp; aesthetic activities</li> </ul>			✓	
		<ul style="list-style-type: none"> <li>Upgrade sports &amp; counselling facilities</li> </ul>		✓	✓	
		<ul style="list-style-type: none"> <li>Set up "Health ambassadors" to promote of healthy lifestyle among students</li> </ul>	✓	✓	✓	
		<ul style="list-style-type: none"> <li>Provide parent education on "Promotion of Healthy, Happy and Balanced Development of Adolescents"</li> </ul>	✓	✓	✓	
	Students demonstrate proper values and attitude	<ul style="list-style-type: none"> <li>Infuse values and attitude education into the teaching of different subjects, class teacher periods and LWL lessons</li> </ul>	✓	✓	✓	National & Global Identity
	Students understand themselves and being able to make informed decisions in life planning	<ul style="list-style-type: none"> <li>Develop a structured life planning curriculum and support its implementation by introducing a life planning portfolio</li> </ul>	✓	✓	✓	Life planning
		<ul style="list-style-type: none"> <li>Provide individual consultation to senior form students</li> </ul>	✓	✓	✓	
		<ul style="list-style-type: none"> <li>Expand external partnerships for career exposure</li> </ul>	✓	✓	✓	
		<ul style="list-style-type: none"> <li>Utilize CloudSAMS as a database to facilitate connection and support from alumni</li> </ul>	✓	✓	✓	
	Students have wider horizons and global perspective, and are given opportunities to explore their interests and unleash their potential	<ul style="list-style-type: none"> <li>Encourage students to participate in territory-wide activities</li> </ul>	✓	✓	✓	National & Global Identity, Language proficiency
		<ul style="list-style-type: none"> <li>Organize inter-school student exchanges</li> </ul>	✓	✓	✓	
		<ul style="list-style-type: none"> <li>Organize study tours with varied learning objectives</li> </ul>	✓	✓	✓	
		<ul style="list-style-type: none"> <li>Enrich the junior-form history curriculum</li> </ul>		✓	✓	

Nurturing a learning community by strengthening students' learning skills and ethical use of technology	Students deepen their habits, master the skills and proper attitude in using technology for self-directed learning	<ul style="list-style-type: none"> <li>• Provide personalized learning through the use of digital tools and a Learning Management System with AI features</li> <li>• Offer comprehensive guides and training on using technology for staff and students</li> <li>• Facilitate sharing sessions by outstanding undergraduate alumni</li> <li>• To deepen "reading to learn" by providing extended reading for learning across subjects</li> </ul>	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	Breadth of knowledge, Language proficiency
	Students' enthusiasm for learning is ignited	• Develop curricula that connect learning to students' interests, real-world applications and future needs	✓	✓	✓	Breadth of knowledge
	Needy students are given timely academic support	<ul style="list-style-type: none"> <li>• Review S.1 bridging program, especially to cater for the needs of cross-border students</li> <li>• Review the arrangement of homework detention class and explore the provision of "tutorial class"</li> <li>• Implement additional enhancement classes for both high and low achievers in the senior forms</li> </ul>	✓  ✓	✓  ✓	✓  ✓	Breadth of knowledge
	To strengthen IT literacy and ethical use of technology	<ul style="list-style-type: none"> <li>• Organize thematic talks during LWL lessons</li> <li>• Share and recognize good practices</li> </ul>	✓ ✓	✓ ✓	✓ ✓	Information literacy
	Students' generic skills, in particular collaboration and problem solving, are enhanced	<ul style="list-style-type: none"> <li>• Arrange professional development workshop on Design Thinking for teachers to foster innovation development</li> <li>• Enhance inquiry-based and problem-solving-based cross-subject project learning for junior form students</li> <li>• Empower students to lead interest clubs and school teams</li> <li>• Encourage students to participate in competitions</li> </ul>	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	Generic skills
	Students' excellence and diverse talents are recognized and nurtured	<ul style="list-style-type: none"> <li>• Establish a talent pool to identify students with potential</li> <li>• Provide matched support and learning opportunities to stretch the abilities of capable students</li> <li>• Host a recognition dinner for outstanding students</li> </ul>	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	Breadth of knowledge