School

Ho Lap College
(Sponsored by Sik Sik Yuen)

School Development Plan

2024/25 - 2026/27

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1. **School Vision and Mission**

   As a subsidized school sponsored by Sik Sik Yuen, Ho Lap College aims at providing secondary school education and cultivating elites for society. In line with the mission of Sik Sik Yuen, the school promotes the teachings of Confucianism, Buddhism and Taoism and instills moral values into students. With the school motto of 'to teach benevolence and to act benevolently', the school develops students with a spirit of benevolence and an eagerness to serve. The balanced curriculum of moral, intellectual, physical, social and aesthetic education nurtures sensible and capable all-rounders. To enhance quality education, the school values the professional development of the teaching staff, the communication with parents and the cooperation with other social service groups and, most importantly, the creation of a desirable learning environment.

2. **School Goals**

   We believe that every student is educable. Every student has the right to receive high quality educational opportunities to meet their needs. With a school environment full of encouragement, care, appreciation, acceptance and tolerance, students are able to develop diverse talents to their fullest potential, grow strong, and become confident, respectful and responsible youths.

3. **School Motto**

   We shepherd the hearts of our students leading them to embrace the Taoist philosophy through a life of dedication and commitment to the helpless and the disadvantaged, and enlightening them to reach spiritual serenity.

4. Holistic Review of School Performance

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

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 equip students as competent learners in the 21st century **Target(s):** • To nurture students' learning capabilities • To foster the spirit of enquiry and exploration among students • Foster on-going professional development of teachers on new education trends and pedagogical skills that enhance students' learning capacity	Partly achieved	Revise the major concern with enhanced implementation strategies	

[I] 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.

Major Concern 2: To foster students' self-actualization in a caring and thriving campus **Target(s):** • To enhance students' resilience and self-discipline • To build a caring and thriving campus • To enhance students' life planning and broaden their horizon	Partly achieved	Revise the major concern with enhanced implementation strategies	
Major Concern 3: To Enhance teachers' professional capacity through building a professional learning community **Target(s):** • To enhance teachers' professional status according to the Professional Ladder set by EDB • To promote a collaborative culture • To build a culture of appreciation	Fully achieved	Incorporated into routine work	

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.

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

Students are demonstrating commendable performance and engagement in several of the seven learning goals. Students display genuine interest in learning, demonstrating attentiveness, self-discipline, and the ability to express their ideas clearly and comprehensively in the learning activities. Most of them approach their assignments with seriousness and dedication. During activities within and beyond the classroom, they show eagerness and commitment to complete the tasks assigned. They are capable of collaborating with peers effectively and accepting others' opinions in a respectful manner. They have a solid understanding of various learning strategies and IT skills. Despite students' strong engagement and diligence in learning, they could benefit from building greater confidence in self-directed learning and the application of their knowledge to different contexts, rather than simply mastering the content. In the realm of reading and information literacy, students excel in utilizing effective learning strategies such as pre-lesson preparation, concept mapping, and using online resources, demonstrating well-developed skills in this domain. The majority of students have developed a growing interest in reading, and their reading habits have steadily improved over time. The school has made significant strides in fostering students' national identity through various activities including visits to a sister school in mainland China as well as mainland exchange programs. These activities exemplify the school's commitment to providing students with ample opportunities to engage with and better understand their national context. There is still room for improvement to improve students' overall confidence levels, critical thinking and self-assurance. The school is committed to providing a wide range of physical and aesthetic activities that encourage students to lead a healthy lifestyle including maintaining emotional stability and handling stress. Significant improvements in students' engagement with moderate physical activities are shown. It is found that some students still struggle to master the self-management skills mentioned earlier. With the aim of nurturing students' pursuit of excellence, the school consistently encourages students to participate in both internal and external competitions and scholarship programs.

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

Our school has arranged a diverse and well-rounded curriculum to support the holistic growth of students, fostering positive values, mindsets, and dedication to continuous learning. This ensures students are fully prepared to thrive in a knowledge-driven, technology-oriented, ever-evolving society, and a progressively interconnected global community. According to the SHS (teacher survey), about 90% of teachers responded that the school strategically provides students with different learning experiences within and beyond the classroom, taking into consideration their learner

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[II] 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.

diversity. Furthermore, our school curriculum is designed to connect learning to students' everyday lives by offering a wide range of learning experiences both inside and outside the classroom. These experiences encompass moral, physical, social, aesthetic, and spiritual development. According to the SHS (teacher survey), around 80% of the teachers agreed that the school appropriately arranges students' learning time to connect their learning inside and outside of the classroom. To embrace the diversity of learners based on their interests and abilities, the school has organized a variety of life-wide learning experiences. In March, our school dedicates a special Life-Wide Learning Day for all students to engage in Other Learning Experiences (OLE). During this time, teachers strategically plan activities tailored to the specific developmental needs of our students. These activities cover essential aspects such as values education, aesthetic and intellectual growth, and exposure to career-related experiences. According to the SHS (teacher survey), around 80% of the teachers revealed that the school curriculum aligns with learning goal about healthy lifestyle in which the school enables students to lead a healthy lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts. Moreover, our school nurtures students' ethical values both within the school and beyond. This contributes significantly to the overall development of students, fostering a well-rounded individual equipped for lifelong learning. According to the SHS (student survey), more than 70% of the students agreed that the school helps them develop good moral character inside and outside of the classroom. Apart from this, our school is developing students' personal interests and life skills through its extensive extracurricular programs, demonstrating a commendable focus on cultivating well-rounded individuals prepared for continued growth. According to the SHS (student survey), around 70% of the students revealed that they can develop their interests and life skills through the opportunities that the school provides (including activities outside of the classroom).

◆ How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning? The school effectively utilises school-based and EDB-provided self-evaluation tools to collect data. It systematically analyses and consolidates the evaluation findings from different stakeholders. The school's self-evaluation culture is found to be developing through a set of staff development days organized. Refer to SHS (teacher survey), about 80% of teachers responded that the school systematically collects evaluation data, with a focus on students' whole-person development, for a holistic review of its work effectiveness. To conclude, further enhancement and development can be made for implementation of the "P-I-E" cycle for SSE. Systematic analysis and consolidation the evaluation findings from various subject panels and committees should be enhanced. The school is generally able to implement various priority tasks based on the seven learning goals and latest trends of education development, through appropriately deploying manpower and other resources as well as adhering to the guidelines on the use of government grants for specific purposes. When formulating policies, the school consults stakeholders' opinions, and provides them, through proper channels, with updates on the school's situation, and its development directions and strategies. According to SHS (teacher survey), only 60% responded that school's decision-making process is transparent. Wide teacher participation is still lacking in the school's decision-making process, and the level of transparency in management has to be enhanced. The school systematically manages its daily operations and flexibly responds to changes, carrying out timely reviews and adaptations of its work flow to enhance work effectiveness. The school nominates the right persons to plan, co-ordinate and monitor the priority tasks. To tie in with the school's development goals, most of the subject panels and committees plan their work, utilise resources properly and move on to the stage of implementation accordingly. They also regularly report work progress. In order to utilise resources effectively to support student learning and growth, subject panels and committees should communicate and collaborate more closely in the future. The school management understands the latest trends of education development

and relevant policies and measures, and leads its team to set development targets, and taps resources from within and outside of the school to build a learning environment that is favourable for student learning and growth. Aside from its main focus on supporting various priority tasks, it regularly conducts review on work progress and resource deployment. Its overall performance in various domains of work is satisfactory. The school management made utilization of internal and external resources to strengthen teachers' professional development. They included school-based peer observation, School-based support service by HKU (Teaching Science Education Key Learning Area in the English Medium), in-service MOI Training courses. From organizing different professional exchange programmes, e.g. peer observation, a series of professional development programmes for health and positive education, school management effectively engages teachers in professional exchanges and self-reflection, makes sustained progress in supporting student learning and growth, and builds a culture of continuous self-improvement. Refer to SHS (teacher survey), around 95% responded that the professional development activities for teachers organised by the school cater for the school development and students' needs. In general, the school management and key middle managers have adequate professional knowledge about their work. They are responsible and hard-working, each duly and conscientiously doing their part. In case of special situations, they can lead the team to handle contingencies effectively. Most middle managers are able to formulate the programme plans of subject panels and committees congruent with the school's development direction, and carry them out orderly. However, refer to SHS (teacher survey), around 70% agreed that the school effectively monitors the implementation of its work. Monitoring the implementation of plans by subject and committee should be enhanced.

c. How Can My School Be Better

◆ What are my students' needs?

Some students may lack intrinsic motivation to learn, indicating the disconnect between the school's enrichment efforts and students' learning mindsets. This could undermine the effectiveness of the school's whole-person development approach. According to the SHS (teacher survey), only 60% of the teachers thought that their students are deeply interested in learning. Only 55% of the teachers revealed that their students take the initiative to learn and only 51% of teachers agreed that their students are confident in learning. While students demonstrate strong engagement and diligence in learning, they could benefit from building greater confidence in self-directed learning and the application of their knowledge to different contexts. Providing more opportunities for students to take ownership of their learning, engage in problem-solving, and express their ideas clearly and comprehensively will help them develop essential generic skills. Building on students' existing strengths in reading and information literacy, the school should continue to nurture their interest and expand their capabilities in this domain. Additionally, the school should provide more opportunities and interdisciplinary activities involving STEAM to better prepare students for the rapidly evolving technological landscape, also to expand the range of programs and activities focused on cultivating positive values and attitudes to help students develop a stronger sense of self-worth and resilience. Some students still struggle to master the self-management skills necessary for maintaining emotional stability and managing stress. Continued focus on developing these essential life skills will support students in leading a balanced and healthy lifestyle.

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

The school may consider incorporating more specific survey items related to national identity in the upcoming academic year. This would enable the school to gather direct feedback from students, teachers, and parents on the value and effectiveness of the existing programs. Strengthening the measurement of this learning goal will empower the school to make informed decisions about optimizing its approach to national identity development. Regarding fostering students' positive values and attitudes, different programs and activities are conducted with the aim of cultivating a holistic and balanced curriculum. The school has made efforts to strengthen students' positive thinking and growth mindset, though the effectiveness is not fully explicitly shown. While celebrating our achievements, we acknowledge the need for enhancing students' engagement in STEAM education so that they will be better prepared for the fast-changing technological world. More opportunities and inter-disciplinary activities involving STEAM should be provided. Overall, the school demonstrates a strong foundation in terms of students' knowledge acquisition and engagement. However, greater emphasis should be placed on developing dynamic, problem-solving-oriented skills and cultivating a stronger sense of self-directed learning. Continued monitoring and targeted interventions in these areas will contribute to further strengthening students' well-rounded development across the seven learning goals. Furthermore, the curriculum lacks a balanced approach, as it does not allocate sufficient time for art education. Last but not least, our school has taken the initiative to incorporate STEAM education into the school curriculum. However, the participation rate among students in these STEAM-focused learning opportunities has been found to be low. With reference to KPM 21, the percentage of students participating in territory-wide inter-school STEAM competitions is 4.5%, which is lower than the median. While

monitoring is a critical function to ensure progress and accountability, it is understandable that this domain may require some additional attention and refinement. To enhance the school monitoring mechanism, more comprehensive monitoring frameworks that align with the school's strategic goals and priorities should be developed. One area that has been identified as needing further attention is the need for more comprehensive curriculum mapping across subject areas. While individual departments and grade levels may have well-developed curricular plans, the lack of cohesive mapping between different disciplines can present challenges in ensuring a well-aligned and integrated learning experience for our students.

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

Cultivate Lifelong Learning Mindsets and Habits

Our school endeavors to cultivate a growth mindset among its students, encouraging them to approach learning challenges with resilience and determination. By nurturing students' capacity for self-directed learning, honing their metacognitive skills, and fostering adaptability, the school seeks to nurture a passion for learning and equip students for ongoing skill enhancement, empowering them to embrace lifelong learning.

Foster an Interdisciplinary Approach to Learning

Our school aims to create learning opportunities that foster synergistic connections between different subjects. By helping students combine knowledge from different areas, the school aims to enable them to use their understanding to tackle challenging, practical problems in the real world.

Promote Experiential and Promote Inquiry-Based and Learning

Our school plans to provide students with various chances to participate in more interactive, project-centered learning activities. By collaborating with businesses, local groups, and organizations, our school aims to create genuine learning opportunities that involve students in real, intricate issues. Through these practical learning tasks, students will apply their knowledge to tackle complex, real-life problems.

Enhance students' Language Proficiency

Our school is dedicated to enhancing students' English proficiency through a comprehensive approach. We will actively teach and encourage the use of dictionaries as a valuable learning tool. By offering more opportunities for public speaking, including read-aloud sessions and oral presentations, we aim to improve students' communication skills. Educational videos will complement traditional learning materials, and cross-subject curriculum mapping will enrich the language learning experience. Students will craft scripts for their presentations to enhance organization and delivery. Furthermore, we will introduce reading programs and provide targeted support for students with varying learning needs. Through these initiatives, our school strives to create a stimulating environment that systematically enhances students' English language skills.

Enhancing Teacher Professionalism

To enhance the professionalism of teachers, our school aims to actively support teachers in attending workshops, seminars, and courses organized by the Education Bureau. These events focus on emerging educational trends and innovative teaching methods. Additionally, the school will introduce a more strategic approach to open lesson observations throughout the academic year. This will create opportunities for peer learning and

valuable feedback.

Moreover, the school aims to encourage collaborative lesson planning among teachers. This initiative aims to facilitate the sharing of ideas and the collective improvement of teaching strategies. The school will also highlight and commend teachers who show a strong interest in adopting new and effective teaching techniques.

Enhancing Digital and Information Literacy Education at School

The school aims to seamlessly incorporate digital and information literacy education into the curriculum. This approach entails merging the teaching of essential digital skills such as proficient online research, critical assessment of information sources, and responsible digital citizenship into various subject areas.

Moreover, alongside integrating these skills into the curriculum, the school will arrange specialized activities and workshops to boost students' digital and information literacy further. These initiatives may involve sessions on navigating online platforms, identifying misinformation, managing digital identities, and optimizing the use of productivity tools.

Enhance STEAM Education

To bolster STEAM education, our school aims to adopt a multifaceted approach. Firstly, the curriculum will be redesigned to foster cross-disciplinary connections, enabling students to explore the interplay between the various STEAM disciplines. This will involve integrating project-based learning opportunities that challenge learners to apply their knowledge and skills in integrated, innovative ways.

Moreover, the school has invested in the well-equipped HoLap Makerspace. This specialized learning environment will provide students with hands-on experience in utilizing cutting-edge technologies, prototyping solutions, and engaging in creative problem-solving.

Enhancing Value Education

Our primary goal is to enhance values education to help students develop self-awareness, empathy, and a deep understanding of the importance of academic learning. We aim to equip students with essential moral and social values, fostering empathy, patience, and a sense of responsibility. To achieve this, we will integrate values such as respect, integrity, empathy, and perseverance into the school curriculum and co-curricular activities. Additionally, we will organize regular workshops, seminars, and invite guest speakers to promote values education among students, teachers, and parents. We strongly encourage students to actively participate in community service and outreach programs to cultivate a sense of civic responsibility. Values education plays a vital role in shaping well-rounded individuals who contribute positively to their mental health, overall well-being, and academic success.

Enhancing National Education

We are committed to integrating national education into our curriculum to foster students' understanding and appreciation of their national identity, history, and culture. By organizing field trips, cultural exchanges, and visits to heritage sites, museums, and historical landmarks, we aim to deepen students' knowledge and instill a sense of pride in their country. Furthermore, we will invite guest speakers and experts to deliver talks on topics

related to national development, current affairs, and global citizenship. Through these initiatives, we will nurture informed and engaged citizens who actively contribute to society.

Enhancing Mental Health

Our school prioritizes the development of a comprehensive mental health and well-being program that addresses the emotional and psychological needs of our students. We have established a support system comprising teacher counselors, educational psychologists, and social workers who are readily available to provide guidance and counseling services. Regular mental health workshops and seminars will be conducted for students, parents, and teachers, creating awareness and offering coping strategies for stress, anxiety, and emotional challenges. Additionally, we will foster a positive and inclusive school environment that encourages empathy, understanding, and open communication, thereby reducing stigma associated with mental health issues.

Enhancing Physical Health

Promoting a healthy and active lifestyle is a key aspect of our school's mission. We will develop a well-rounded physical education curriculum that focuses on skill development, fitness, and team-building. To facilitate this, students will have access to sports facilities and equipment, and we will organize engaging activities such as inter-house competitions, sports days, swimming galas, and tournaments. Collaborations with various departments will allow us to launch a health month, featuring activities such as sports weeks, fruit weeks, nutrition talks, mental health awareness booths, and pressure release talks. Through these initiatives, we aim to raise students' awareness of their mental and physical health, empowering them to make informed choices for their well-being.

By prioritizing values education, national education, mental health, and physical health, our school is committed to providing a nurturing environment that fosters the whole-person development and lifelong learning of our students.

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

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

1.   To empower students to become proactive learners

2.   To cultivate lifelong learning mindsets and habits for enhancing capacities to strive for excellence in life

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

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		2024/25	2025/26	2026/27		
1. To empower students to become proactive learners	• Strengthen students' language proficiency	✓	✓		• Provide students with more opportunities to engage in public speaking. • Organize regular small-group discussions on various topics, where students take turns leading the discussion and summarizing key points. • Promote participation in language-related extracurricular activities. • Arrange remedial and enhancement programme to cater for learning diversity. • Strengthen collaboration among	• Breadth of knowledge • Language proficiency • Generic skills • Information literacy
	• Enhance students' learning motivation • Develop students' learning skills • Strengthen students' learning confidence	✓	✓	✓		
	• Promote students' reading interest	✓	✓			

		✓	✓	✓	different KLAs, subjects and committees to facilitate curriculum planning and implementation.	
	• Develop the school into a professional learning community so as to enhance the teachers' knowledge and skills of empowering students to become proactive learners				• Provide educational videos and learning materials as self-paced learning through various e-learning platforms.	
					• Relate learning content to students' daily lives and experiences to enhance its relevance and application.	
					• Utilize a range of question types to encourage deeper thinking among students during lessons .	
					• Employ differentiated strategies to cater for students' different learning styles and needs.	
					• Offer enhancement programmes for gifted students.	
					• Encourage students to use different graphic organizers to enhance knowledge transfer.	
					• Implement experiential and inquiry-based learning for enhancing students' different generic skills.	
					• Integrate the nurturing of students' thinking skills into classroom teaching.	
					• Adopt student-centred learning strategies to facilitate self-directed learning.	

						Provide chances for students to participate in various competitions or activities.	
						• Offer detailed feedback on each student's performance and provide guidance on areas for improvement.	
						• Provide students with specific feedback in a timely manner to help them reflect on and improve their learning.	
						• Promote reading across the curriculum among different KLAs.	
						• Regularly schedule events like book fairs or visits to the school or local library.	
						• Create opportunities for students to share book reviews and recommendations with their peers.	
						• Provide online reading resources.	
						• Promote STEAM activities within-subject, cross-subject, and whole-school.	
						• Incorporate digital and information literacy education in curriculum.	
						• Provide chances for students to participate in various competitions.	
						• Enhance teachers' capacity of empowering students to become proactive learners through staff	

					development programs, such as teaching strategies on the promotion of thinking skills.	
2. To cultivate lifelong learning mindsets and habits for enhancing capacities to strive for excellence in life	• Promote mental & physical health by developing healthy lifestyle	✔	✔	✔	• Organize theme-based activities to promote a joyful and healthy school environment. • Enhance mutual support among different stakeholders and the community.	• National and global identity • Healthy lifestyle • Life planning
	• Strengthen students' growth mindset	✔	✔		• Arrange positive education workshops • Strengthen National Education and National Security Education by formulating a holistic curriculum.	

	• Foster the sense of national identity and citizenship	✓	✓		• Organize a wide range of learning activities for students to develop their sense of national identity. • Provide guidance on developing students' independent routines including self-discipline, learning strategies, self-management skills, healthy lifestyles, etc. (21-day habit tracking). • Nurture students' whole-person development through various programmes (e.g. leadership, sports, arts, adventure activities). • Provide chances for students to showcase their talents. • Broaden students' global perspective and raise their awareness towards global issues.	
	• Enhance students' self-confidence	✓	✓	✓		

*delete where inappropriate