

**Chiu Lut Sau  
Memorial Secondary  
School  
School Development Plan**

**2024/25 - 2026/27**

Endorsed by SMC on 09.07.2024

# Chiu Lut Sau Memorial Secondary School

## 1. School Vision

We provide students with a balanced education aiming at excellence in moral, intellectual, physical, interpersonal and aesthetic fields as well as at realizing the school motto - Wisdom, Virtue, Honesty and Progress.

## 2. School Mission

By means of teaching knowledge and skills professionally in the five fields, through formal curricula and extra-curricular programs, we develop in our students the quality of desirable behaviours and abilities.

## 3. School Motto

Wisdom (明), Virtue (善), Honesty (誠) and Progress (身)

## 4. Core Values of Education

We expect that our students can:

- (a) Acquire wisdom from academic pursuit (明辨是非, 求知達理);
- (b) Love others and serve the community (善愛他人, 惠澤社群);
- (c) Be an honest and upright person (誠實謙遜, 正直忠純);
- (d) Strive for improvement in every respect (身體力行, 奮進立新).

## 5. Holistic Review of School Performance

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

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
<p><b>Major Concern 1:</b> <b>Empowering students to become active learners for lifelong learning</b></p> <p><b>Target(s):</b></p> <p>1.1 To create an active learning environment through fostering students' engagement in learning activities.</p> <p>1.2 To cultivate reading to learn culture to enhance students' capacity for life-long learning.</p> <p>1.3 To enhance students' generic skills and increase their breath of knowledge by promoting STEAM Education.</p>	<p>Partly Achieved</p> <p>Partly Achieved</p> <p>Mostly Achieved</p>	<p>Incorporated in the major concern of the next School Development Plan with adjusted target</p> <p>Incorporated in the major concern of the next School Development Plan with adjusted target</p> <p>Incorporated as routine work</p>	

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
<p><b>Major Concern 2:</b> <b>Nurturing students' positive values and attitude for personal growth</b></p> <p><b>Target(s):</b></p> <p>2.1 To enhance students' self-management skills and to foster the quality of self-respect and self-discipline among students.</p> <p>2.2 To develop students' careers aspirations and foster their life-planning skills.</p> <p>2.3 To inculcate in students positive values through formal and informal curriculum so as to promote mentally and physically healthy lifestyles to enhance students' leadership capability in serving the school and the community.</p> <p>Highlights on the positive values and themes of the school years:</p> <ul style="list-style-type: none"> <li>➤ Perseverance &amp; Resilience 2021-2022</li> <li>➤ Respect &amp; Responsibility 2022-2023</li> <li>➤ Serving the school and community 2023-2024</li> </ul> <p>2.4 To provide opportunities for students to enhance their understanding of community and the home country so as to enhance their national and global identity.</p>	<p>Partly achieved</p> <p>Partly achieved</p> <p>Partly achieved</p> <p>Mostly Achieved</p>	<p>Incorporated in the major concern of the next School Development Plan with adjusted target</p> <p>Incorporated as routine work</p> <p>Incorporated in the major concern of the next School Development Plan with adjusted target</p> <p>Incorporated in the major concern of the next School Development Plan with adjusted target</p>	

**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.**

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

**National and Global Identity:**

Students have demonstrated a strong appreciation for their national identity and a well-rounded understanding of their roles as global citizens as indicated by the very high score obtained in National Identity Scale of the APASO III survey conducted in January and March 2024 and the initiative they took to organize charity activities to help children in the less developed countries. Our students have actively engaged in activities that deepen their understanding of China's achievements and current developments. Apart from showing excellent etiquette during flag-raising and celebratory events, most students organize and participate in thematic activities to enrich their knowledge of China's history, culture and values. With outstanding performances in inter-school national education competitions, our students are invited to join study tours that further widen their horizons about their motherland and cultivate their national identity.

**Breadth of Knowledge:**

Our students performed remarkably in public examinations and inter-school competitions. The recognitions they obtained in external competitions and courses, including science, mathematics and writing competitions, design thinking workshop and STEAM activities, are the testimonies of their broad and solid knowledge. With a diversified and balanced curriculum, students have established a good academic foundation and show understanding of issues at personal and community levels. Students can make use of knowledge from different learning programmes and activities (e.g. project learning and competitions) or different sources (e.g. books or websites) to develop their learning capabilities. Some capable students are proactive in exploring advanced subject knowledge through peer collaboration, teacher guidance and gifted education programmes. Overall, students have gradually adopted various learning skills to broaden their knowledge and developed positive learning attitudes.

**Language Proficiency:**

Students are generally proficient in trilingual communication, enabling them to communicate and collaborate with others in their studies and life. They are able to present their views and ideas fluently and effectively in English, Cantonese and Putonghua. They enjoy learning in an immersive English learning environment and are enthusiastic about participating in language learning activities, such as English Debates, English Speaking Days, and Drama Fest to brush up on their English skills. Keen on participating in Putonghua speaking activities and awards garnered are evidence of their good command of the language. Some students further improve their language proficiency through various initiatives, such as publishing audiobooks for visually impaired children and serving as reading ambassadors to promote the reading culture at school. Above all, with a more structured reading curriculum in senior forms, students' reading skills have been steadily enhanced which will further strengthen their language proficiency and facilitate their lifelong learning.

**Generic Skills:**

Students are able to apply generic skills in their studies and life-wide activities. They show creativity in project learning and presentations, demonstrating their ability to think outside the box. Students collaborate effectively with others to accomplish learning tasks, and some take on leadership roles to guide and influence others in achieving common goals. Through participation in academic competitions and extended learning opportunities, most students begin to identify their strengths and potentials, cultivating valuable generic skills through such enriching experiences. Their strong collaboration and communication skills also enabled them to successfully organize and lead extra-curricular activities. To further support students' lifelong learning journey, additional efforts could be made to strengthen their intrinsic learning motivation, self-management skills and problem-solving capabilities.

**Information Literacy:**

Students are adroit at information technology to boost their learning efficiency. They are capable of searching for relevant and useful information from various digital sources while also acknowledging the sources when integrating them into their learning tasks. This digital fluency allows students to research topics more effectively and synthesize information from multiple online resources. Information Literacy is incorporated in subject curriculum. Students demonstrated their abilities to identify, extract, organize and evaluate information, and use information ethically when given scenarios for discussion. To further support students' information literacy competency, more needs to be done to cultivate their digital knowledge and expertise, and instil in them the proper attitude of using internet information.

**Life Planning:**

Most students show understanding and awareness of self-understanding, goal setting and personal planning. S3 students are keen on the taster programmes of senior education subjects provided by the School. They could make good use of the subject and career information in making informed decision on S4 subject selection. While senior level students show great interest in careers expo and job shadow activities. They also explore online materials for study and career plans before making thoughtful choices about their future studies and careers. On the whole, our students actively engage in school activities that allow them to conduct realistic self-assessments of their personal qualities, abilities, and goals. As indicated by APASO III, a very high percentage of senior form students are concerned about their career mapping and have searched for useful information about job requirements and tertiary institutions. To further motivate students' proactive approach to career planning and preparation, continuing efforts could be put on strengthening students' self-awareness, personal planning and career pathways which could further benefit their whole-person development and life-long learning.

**Healthy Lifestyle:**

Students enjoy supportive peer relationships. The four Houses, the Student Union and other student bodies are effective platforms where students develop their friendships and social ties. Plenty of physical activities are held at school to cultivate students' interest and talent in sports. Though many of them are keen on participating in these activities, a habit of doing daily physical exercise is yet to build up. With regular exposure to relaxation programmes and techniques, our students are also learning to uphold their mental well-being. To further cultivate their ongoing physical and mental well-being, a healthy school environment needs to be fostered. It involves enhancement in positive values education and the strengthening of extensive physical activities opportunities to promote healthy lifestyles.

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

With a broad and balanced curriculum, our school provides diverse learning opportunities to develop our students' capabilities and skills. Teachers continuously adapt appropriate pedagogies and strategies to cater to students' abilities and needs, elevating their learning capacity and proactiveness. Subject departments employ diverse scenarios to promote students' reflective skills and higher-order thinking abilities. S.1 and S.4 Bridging Programmes are implemented to ensure a smooth transition between key learning stages. To equip students with a broad-based foundation of knowledge and skills, the school will make further efforts to coordinate collaboration between cross-subject and functional teams.

Most subjects integrate the elements of national security education and values education in their curricula. Study tours and exchange programmes are held to inculcate students' affection for their motherland, broaden their exposures and respect the multicultural society. Interdisciplinary projects, such as model gliders with STEAM elements, are designed to develop and deploy the students' generic skills. A more structured curriculum on information literacy is needed to promote the ethical use of information by students and the development of their competencies in this area.

Students are exposed to reading culture at school via the reading periods, theme-based reading materials related to seven learning goals and priority values from subject departments, and diverse reading activities throughout the school year. To cultivate a more vibrant reading environment, students need to be further engaged in reading materials to improve their language proficiency as well.

The school embraces a whole-school approach to student development and utilizes data from stakeholder surveys, APASO III, and teachers' observations to formulate comprehensive policies and measures that effectively support student growth. Collaboration among different functional teams is encouraged, and various counseling and student development programs, including talks, workshops, and class periods, are implemented to enhance students' self-management skills and foster qualities such as self-respect and self-discipline. Weekly flag raising ceremonies and morning assemblies are held to promote values such as national identity, filial piety, empathy, and respect. Inter-class competitions and commendation schemes further reinforce adherence to school rules and cultivate positive values. Students maintain good overall order and exhibit courteous behavior

The school always concerns promoting healthy lifestyles among students and fostering a positive school culture. This is achieved by enhancing students' leadership capabilities through their active involvement in serving the school and the community. To cater for diverse learning needs, there is an SEN support team to provide individual support and guidance to help students overcome special education needs and promote their healthy growth.

Our school offers students a variety of Other Learning Experiences, including opportunities to participate in the Houses, aesthetic development activities, community service, physical development programmes, career-related experiences, interest groups, and student exchange programmes, as well as other extracurricular activities. Each S.I student is required to join and serve in at least one uniformed group or school team. Values education, such as diligence and caring for the community, is integrated into the formal curriculum, and supplemented by diverse mass programmes such as the Loving CAREnival and Healthy School Programmes. Students are able develop their potential in planning, organizing,



and implementing activities throughout their academic journey.

Among the over 30 ECA clubs and societies available, students can choose to join the activities that align with their abilities and interests. Thematic activities about cultural exploration, physical and mental health, service learning programmes, and design thinking workshops are held during the Life-wide Learning Days to further enrich students' knowledge about traditional cultures, cultivate their creativity, and foster their care for others. The school also systematically nurtures student leaders, such as senior level students can take up leading roles in student union, school prefects' team, peer counselors, and chairpersons of various clubs, while junior level students can join the above teams as executive committee members. These student leaders help to plan and organize various inter-class and inter-house competitions to bring a vibrant campus life. To stretch their potential, all students are further encouraged to join inter-school academic, athletic, and aesthetic competitions to develop and showcase their talents.

In addition, to broaden our students' academic capabilities, eligible ones are nominated to join gifted programs offered by tertiary institutions or organizations. These gifted programmes are designed to enlighten students and motivate them to explore knowledge further. The school also cultivates a culture of peer learning through mini-lectures and sharing sessions hosted by participating students. This sparks curiosity and encourages students to seek out additional intellectual opportunities.

Above all, our school nominates three outstanding senior graduates with exceptional performances to join the online Cornell Certificate Programs organized by Cornell University each year. Our school is the first-ever secondary school in Hong Kong to be affiliated with Cornell University, USA. This is a rare and precious opportunity for our students to develop insights as well as pursue their goals at this esteemed research university. With the care and support from the school, our students have obtained multi-faceted perspectives to enrich their learning experiences, which consequently facilitates their lifelong learning and whole-person development.

The school also actively seeks support from various stakeholders and maintains close communication with the alumni association and the parent-teacher association. With a harmonious campus atmosphere and good teacher-student relationships, students from different levels interact well, and through class management and diverse campus activities, they express high satisfaction rates towards school life. Overall, the school will continue its efforts to foster a vibrant and inclusive school culture that benefits the whole-person development of students.

◆ **How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?**

The school has a noble mission to provide students with a well-rounded education that encompasses moral, intellectual, physical, interpersonal and aesthetic development. With the adoption of the planning, implementation, and evaluation (PIE) cycle, our school continuously improves the formal and informal curriculum in accordance with the students' needs so that they can make persistent progress in generic skills and develop a positive attitude. The school's development plan is aligned with the seven learning goals, and the twelve priority values. Additionally, the school values the opinions from different stakeholders when formulating its targets. Extensive consultations and discussions take place through various administrative bodies, including the School Management Committee, School Development Committee, Academic Affairs Committee, Student Development Committee and Staff Meetings. During the Staff Development Days, guest speakers introduce topics related to current education needs, such as information literacy and national security education. Group discussions are held to refine strategies concerning learning and teaching and whole person development to address the needs of students with mixed abilities. The school embraces self-evaluation culture, utilizing data from APASO III, Stakeholders' Surveys, SVAIS and Surveys on Major Concern I and II to prepare and revise the school development plan. The school uses consensus-driven decision-making to establish clear priorities and constantly communicates its development direction and strategies with school management committee, teachers and parents.

The school maintains a safe and orderly environment which is essential for our students' lifelong learning and all rounded development. It has a well-structured hierarchical system with clearly delineated roles and responsibilities. It routinely reviews and updates its policies and guidelines to ensure the smooth functioning of administrative operations. A "Maintaining National Security and National Security Education" working group, led by the Principal, comprehensively evaluates the implementation of national security education. Strategies are developed across various domains, including administration, personnel management, teacher training, teaching and learning, student support, and home-school cooperation. In addition to creating a safe and orderly learning environment to effectively prevent any unlawful political activities on campus, the school has also strengthened the coordination among different subject departments and committees to promote values education and a sense of national identity.

The school has specific crisis management guidelines and efficiently assigns teachers' roles. It collaborates with social work agencies and educational psychologists to handle emergencies, enhance crisis awareness, and support teachers in dealing with accidents. It complies with health guidelines, establishing epidemic prevention policies, monitoring measures, and maintaining a clean campus environment. The school regularly

updates prevention guidelines, promotes vaccination, shares health knowledge, and encourages participation in seminars.

The school has well-deployed the human resources by exposing the staff to the most current education trends. The school management works closely with the middle managers, leveraging their expertise to drive continuous improvement. The middle managers demonstrate a commendable work ethic and competence, leading collaborative initiatives across committees and departments. With the school leadership and middle managers' mentorship, the junior teachers receive constructive advice and gain fruitful experiences to help blossom their professional development. While self-evaluation is taking root, more sharing of good practices and collaboration experiences could elevate the school's overall performance.

The school's management, KLAs and HoDs monitor the implementation of the curriculum through various measures, such as evaluating the departmental report, reviewing tests and examination papers, conducting lesson observations, engaging in post-lesson discussions, and inspecting assignments. These strategies not only facilitate the exchange of ideas to maximize learning and teaching effectiveness but also provide valuable opportunities for teachers to reflect on their strengths and areas of improvement. Teachers receive guidance and suggestions to enhance their professionalism. It helps to augment the efficacy of students' learning with regular review of learning and teaching effectiveness.

The school also collaborates with external resources, including the EDB, tertiary institutions, and government schools' clusters, to exchange learning and teaching strategies and stay updated on the latest education trends. A knowledge management culture is nurtured to ensure valuable information is preserved, allowing for continuity and preventing redundant efforts when staff members retire or leave. Teachers' professional development is highly valued by the school's leadership. The Principal and Assistant Principals meet with different teachers, attentively listen to their needs, and assign appropriate roles to leverage their expertise. Teachers are encouraged to refer to the Teacher Professional Advancement Scale and "T-Standard" to develop personalized continuous professional development plans while upholding professional ethics and values.

Overall, the school management works constructively with middle management and teachers to enable the implementation of the targets and strategies articulated in the school's development plan.

## c. How Can My School Be Better

### ◆ What are my students' needs?

Having taken account of the reflection of our students' performance in achieving the seven learning goals, including their interests, abilities, learning and developmental needs at different key stages, the following student needs are identified:

#### 1. Academic Development

With regard to consistent academic improvement, our students need to further strengthen their passion and confidence for learning, as well as their sense of achievement, within an enriching learning environment. They should be empowered by self-directed learning capabilities driven by intellectual curiosity and the development of essential skills in language, reading, and information literacy. This will benefit our students in their academic development, enabling them to become more conscientious lifelong learners.

#### 2. Student Development

With regard to balanced life accomplishments, our students need to further develop a healthy lifestyle, as it is always key to success. They should be cultivated to have a positive value, with active involvement in programmes about physical fitness, mental well-being, Chinese cultural appreciation and national identity, as well as exposure to foreign cultures and a global mindset. This will benefit our students in their whole-person development, enabling them to lead fulfilling lives.

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

With the adoption of a self-evaluation mechanism, teachers are engaged in the Planning, Implementation, and Evaluation Cycle to seek continuous improvement and development. Students' performance data are analyzed regularly so that the school can develop appropriate strategies and policies to further support and enhance students' capacity to achieve whole-person development.

Staff development programmes are in place to equip teachers with the current educational trends, pedagogical skills, and techniques to cater to students' educational and developmental needs.

To further enhance school management and development, we have attained full support from diverse stakeholders, including alumni, parents, and the Chiu's family. The keen participation from alumni in mentorship programmes, the parents' support in enhancement courses, and the Chiu family's backing of the school history gallery project and eCornell programme are all shining examples of how the involvement of stakeholders serves as a motivating force. These diverse forms of stakeholder support are pivotal to the school's sustainable development, as they provide invaluable resources and opportunities that enrich the overall educational experience and support the holistic development of our students.

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

The school has developed a new three-year plan through collaborative discussions with all teachers during the staff development day. This plan establishes the school's development direction, key focus areas, and strategies to support holistic student development and lifelong learning.

First, the school aims at promoting students' physical and mental health through positive values education. By instilling values like resilience and healthy lifestyles, the school aims to cultivate an optimistic mindset for all students to tackle challenges proactively. Secondly, to better equip students for lifelong learning, the school will further nurture their curiosity and strengthen their motivation to learn. The overarching goal is to develop students into efficacious learners driven by intellectual inquisitiveness and positive values.

## **6. Major Concerns of the 2024/25 – 2026/27 School Development Cycle**

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

1. Augmenting students' intellectual inquisitiveness and capabilities to become efficacious learners. 增強學生的求知慾和能力，成為高效學習者。
2. Fostering students' holistic well-being: empowering physical, social and mental health through positive values education. 提升學生整體福祉：透過正向價值教育，促進身心及社交健康。

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

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Secondary Education)
		Year 1	Year 2	Year 3		
1. Augmenting students' intellectual inquisitiveness and capabilities to become efficacious learners	1.1 To cultivate an enriching learning environment to engender students' curiosity and fortify their motivation to learn	✓	✓	✓	1.2.1 To kindle students' curiosity through increasing their exposure to a varied array of learning opportunities	<ul style="list-style-type: none"> <li>• Breadth of Knowledge</li> <li>• Generic Skills</li> </ul>
		✓	✓	✓	1.2.2 To empower students' inquiry skills and stimulate their drive to explore new knowledge	
	1.2 To enhance students' language proficiency and nurture their reading habits	✓	✓	✓	1.2.1 To increase students' language proficiency through facilitating their engagement with reading materials	<ul style="list-style-type: none"> <li>• Language Proficiency</li> <li>• Breadth of Knowledge</li> </ul>
		✓	✓	✓	1.2.2 To reinforce students' reading habits through spearheading reading-focused activities	
	1.3 To promote students' learning capacity for attaining academic success	✓	✓	✓	1.3.1 To promote assessment literacy to augment the efficacy of students' learning	<ul style="list-style-type: none"> <li>• Breadth of Knowledge</li> <li>• Information Literacy</li> </ul>
		✓	✓	✓	1.3.2 To nurture digital and information literacy to enhance students' learning effectiveness and promote the ethical use of information	
2. Fostering students' holistic well-being: empowering physical, social	2.1 To strengthen students' self-awareness, self-appreciation, and acquisition of problem-solving strategies	✓	✓	✓	2.1.1 To foster a robust sense of self-worth and personal-agency within the student body	<ul style="list-style-type: none"> <li>• Healthy Lifestyle</li> <li>• Generic Skill</li> <li>• Breadth of Knowledge</li> </ul>
		✓	✓	✓	2.1.2 To cultivate students' resilience and equip them to approach and resolve challenges proactively	

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Secondary Education)
		Year 1	Year 2	Year 3		
and mental health through positive values education	2.2 To foster a vibrant, inclusive school culture that encourages healthy lifestyles, mental and social well-being	✓	✓	✓	2.2.1 To strengthen the promotion of mental health at school	<ul style="list-style-type: none"> <li>• Breadth of Knowledge</li> <li>• Healthy Lifestyle</li> </ul>
		✓	✓	✓	2.2.2 To cultivate students' physical, social and mental well-being by developing healthy habits	
		✓	✓	✓	2.2.3 To strengthen parents' education in mental health to support their child	
	2.3 To instil in students positive values and attitudes	✓	✓	✓	2.3.1 To inculcate in students an appreciation of proper values and attitudes, and respect for pluralism society by integrating values-based themes across the academic curriculum and school activities	<ul style="list-style-type: none"> <li>• Breadth of Knowledge</li> <li>• Generic Skill</li> <li>• National and Global Identity</li> </ul>
		✓	✓	✓	2.3.2 To enable students to become informed and responsible citizens with a sense of national and global identity	
		✓	✓	✓		