

**Po Leung Kuk
Laws Foundation College**

**School Development Plan
2025/26 – 2027/28**

1. School Vision and Mission

Vision

We strongly believe that

- the overall aims of education for the 21st Century should be enabling every student to attain all-round development and to be equipped with life-long learning capabilities;
- our priority should be enabling students to enjoy learning, enhancing their effectiveness in communication and developing their creativity and sense of commitment;
- all students are unique and their potential and multiple intelligence can be fully developed if ample opportunities are duly provided; and
- the development of students' multiple intelligence helps to strengthen their confidence and to bring out their giftedness.

Mission

We commit ourselves to

creating a loving and harmonious learning environment which helps students to

- develop self-esteem and optimism;
- pursue knowledge and truths, accept multi-cultures and have a world vision;
- think creatively and cope with changes;
- undertake the responsibility of serving families, individuals and communities;
- better understand Chinese history and culture; and
- be concerned with the development of our country.

We strive for

creating a professional environment to

- encourage professional collaboration and cultivate the culture of quality assurance;
- make good use of educational research to enhance teaching and learning, and also to promote teachers' professional development; and
- facilitate an innovative curriculum development in response to the needs of students and social changes

for developing an effective partnership network among our school, our students' families and the community towards the accomplishment of the vision of 'all-round development for students'.

2. School Goals

- Help students achieve all-round development and lifelong learning capabilities.
- Foster a love of learning, effective communication, creativity, and commitment.
- Provide opportunities to develop students' potential and multiple intelligences.
- Build confidence and bring out students' giftedness.
- Nurture self-esteem and optimism.
- Cultivate pursuit of knowledge, acceptance of diverse cultures, and a global vision.
- Encourage creative thinking and adaptability to change.
- Promote responsibility to family, individuals, and community service.
- Deepen understanding of Chinese history and culture, and concern for national development.
- Create a professional environment of collaboration, quality assurance, and teacher growth.
- Innovate curriculum to meet students' needs and social changes.

3. School Motto

- Love, Respect, Diligence and Integrity

4. Holistic Review of School Performance

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

Major Concerns	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 promote high-quality learning through enhanced student engagement model	Fully achieved	Our school will begin incorporating AI to enhance students' learning, foster self-reflective and independent study habits, and expand opportunities across academic, STEAM, and cultural domains to support holistic development.	
Major Concern 2: To assure the quality of teaching and learning in the enhanced student engagement model	Fully achieved	Our school will support teachers in the strategic incorporation of AI to enhance teaching effectiveness and professional development.	
Major Concern 3: To further promote values education and students' social engagement through students' organizations and extra-curricular activities	Fully achieved	Our school will continue to promote positive education and national security education through systematic teacher professional development, integrating positive values and national identity across the curriculum.	

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?**

Our students have consistently demonstrated strong academic attainment. They excel in public examinations, with HKDSE results higher than the Hong Kong day-school average, and many graduates gaining admission to local and overseas universities. These outcomes reflect both their breadth of knowledge and their capacity for lifelong learning.

Language proficiency is one of the school's key strengths. Students have distinguished themselves in both Chinese and English writing competitions, earning awards at the 全國青少年語文知識大賽. Participation in debate and drama has further sharpened their communication and critical-thinking skills, fostering mastery of Chinese and English as tools for learning and cultural exchange.

Generic skills and information literacy are fostered through a wide range of STEAM and research programmes. Our students have achieved outstanding results at the International Genetically Engineered Machine (iGEM) Competition in Paris, obtained awards in cybersecurity and coding challenges, and participated in immersive neuroscience workshops and lectures at Laboratory of Neurodegenerative Diseases, HKU and the Guangdong-Hong Kong-Macau Institute for Central Nervous System Regeneration, Jinan University. In addition, their annual participation in the Youth Conference of Caretakers of the Environment International (CEI) provides valuable opportunities to engage with global issues, collaborate with peers from around the world, and strengthen their problem-solving and communication skills.

Students' participation in weekly flag-raising ceremonies, National Security Education activities, and study tours to the Mainland demonstrates their national pride and civic responsibility, reflecting the development of their national identity. Data from APASO further supports this, with indicators such as *National Identity – Responsibility and Obligation (Q-116)*, *National Identity – Pride and Love (Q-116)*, and *National Identity – National Flag and Anthem (Q-116)* consistently scoring 116 (85th percentile) over the past three years. At the same time, students' active participation in overseas exchange tours has broadened their perspectives, fostering intercultural understanding and global awareness. Together, these experiences ensure that students develop a well-rounded national and global identity, balancing pride in Chinese heritage with an appreciation of diverse cultures and international outlooks.

Students' commitment to a healthy lifestyle and resilience is evident in their strong performance in sports and arts, with some representing Hong Kong in overseas competitions. In addition, they have achieved recognition in arts competitions, including first prizes in the Taiwan International Music Competition.

Students perform very well in developing self-understanding and planning for their future through life-planning initiatives. Structured goal-setting exercises, careers workshops, job-shadowing, internships, and university immersion programmes enable them to acquire the skills necessary to pursue meaningful pathways aligned with their strengths, values, and interests. Their active engagement in these life-planning activities is reflected in the successful progression of many graduates into further studies and meaningful careers, demonstrating that students are effectively applying what they have learned to make informed decisions, set personal goals, and take responsibility for their lifelong development.

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

Our school provides rich and varied learning experiences that extend beyond the classroom, promoting students' whole-person development and fostering lifelong learning. Life Education has been enhanced with themes of empathy, self-discipline, and responsibility, while leadership training through the Student Council, Houses, and uniform groups nurtures teamwork, confidence, and a sense of social responsibility. Service-learning opportunities during Exploration Week provide authentic experiences that deepen students' understanding of community needs and social commitment.

Exchange programmes further enrich students' national and global perspectives. Mainland study tours deepen students' connection to Chinese heritage and strengthen their sense of national pride, while overseas exchanges expose students to diverse cultures and educational systems, broadening global awareness. These experiences support the development of the seven learning goals by enabling students to appreciate both national identity and international diversity.

Co-curricular programmes remain a particular strength of the school. Students actively participate in sports, arts, international conferences and STEAM activities, developing physical resilience, creativity, critical thinking, and collaborative skills. The school's diverse range of sports facilities — including the swimming pool, fitness centre, US pool room, climbing wall, and archery range — further supports lifelong physical well-being. Cultural programmes, such as the Phantom of the Opera tour in Shenzhen, enhance students' aesthetic appreciation and engagement in the performing arts.

Career and life planning is systematically embedded in the curriculum. From S.1 onwards, students engage in activities and programmes that promote self-understanding and career exploration, fostering a sense of identity and belonging. Through structured goal-setting exercises, job-shadowing, Junior Achievement Hong Kong (JAHK)'s programs, internships, and university immersion experiences, students acquire the skills to pursue meaningful pathways aligned with their strengths, values, and interests. Participation in the Greater Bay Area Career Exploration Tour allows students to understand the operational models and career prospects of different sectors, encouraging reflection and refinement of their future directions. With the support and guidance of teachers, alumni, parents, and mentors, students experience a holistic approach to life planning, cultivating aspirations and a strong commitment to lifelong learning.

Together, these diverse learning experiences demonstrate that the school effectively enriches students' development across physical, social, emotional, cultural, intellectual, and career domains, equipping them with the knowledge, skills, and attitudes necessary for lifelong learning and whole-person growth.

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

Our school has built strong capacity for continuous improvement. Lesson observation cycles with clear foci have been established, encouraging reflective practice, professional dialogue and sharing of effective strategies. Middle managers are taking on stronger curriculum leadership roles, while cross-panel collaboration has been enhanced to ensure coherence in planning and teaching.

Stakeholder confidence is high, with KPM consistently reflecting strong ratings in school management. Staff development initiatives have been enriched through workshops and sharing on wellbeing, positive education and innovative pedagogy, reinforcing both professional growth and a supportive school environment.

Our school has also demonstrated its organisational strength through major achievements, including the establishment of a gifted education talent pool, STEAM development projects, national education programmes, Exploration Week and exchange tours. These experiences illustrate the school's readiness to sustain innovation and lead further improvement. With committed leadership, professional staff and stakeholder support, the school is well placed to advance student learning and whole-person development in alignment with the seven learning goals.

c. How Can My School Be Better

● What are my students' needs?

Our students are capable and motivated, achieving success in academics, sports, arts and science research. To prepare them for future challenges, they will benefit from continued support in building habits of self-reflection, resilience and self-regulated learning. These qualities will enable them to set meaningful goals, track their progress and grow into confident lifelong learners.

As digital technologies advance, students also need to develop confidence and responsibility in the use of AI and IT tools. With proper guidance, these tools can help personalise learning, extend inquiry and inspire innovation. At the same time, authentic experiences such as weekly flag-raising ceremonies, national education tours, service learning and intercultural exchanges will continue to nurture empathy, integrity, respect for the law and national identity, while broadening their global perspectives.

Student wellbeing remains a key priority in the school's development. The Positive Affect score on the APASO scale was moderate, suggesting that there is room to further enhance students' sense of positivity in learning. Teachers have observed that the school's existing frameworks provide a solid foundation, and there is potential to further enrich students' experiences by incorporating intentional practices that foster emotional wellbeing. To address this, the school is committed to embedding positive education as part of our broader approach to holistic development.

In particular, the school will strengthen the social-emotional aspect of Exploration Week to promote teamwork and nurture positive peer relationships. At the same time, the school will integrate Po Leung Kuk's Positive Education framework by equipping all teachers with skills in strengths-based recognition, enabling them to identify and reinforce students' positive attributes and achievements. Through these efforts, the school will support students' lifelong development of resilience, optimism, and the ability to lead fulfilling, balanced lives.

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

Our school has a strong foundation for continuous growth. High ratings in school management from KPM reflect stakeholder confidence in the school's leadership and vision. This confidence has been reinforced by the school's successful track records in implementing strategic initiatives that balance academic achievement, personal development, and wellbeing.

Teachers are committed to professional growth, supported by structured lesson observation cycles focusing on areas such as questioning skills, classroom interaction, and differentiated learning. Middle managers are developing stronger curriculum leadership, and cross-panel collaboration ensures alignment between school priorities and classroom practice. Staff development activities in positive education and wellbeing have reinforced a professional and caring culture.

The school's organisational capacity is evidenced by the successful management of large-scale initiatives. These include the gifted education talent pool, STEAM projects, Exploration Week, and a wide range of Mainland and overseas exchanges. Teachers have also begun exploring the integration of AI into lesson design and assessment, providing a forward-looking platform for teaching innovation. With committed leadership, stakeholder support, and a reflective professional culture, the school is well positioned to sustain continuous improvement and development.

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

Our school will continue to focus on three major concerns. First, it will enhance students' learning effectiveness by cultivating habits of self-reflection, self-regulation, problem-solving, reading, confidence, and cooperative learning. AI and IT tools will be integrated more systematically to personalise learning and encourage reflective practices, enabling students to become more independent learners.

Second, it will promote teaching effectiveness by empowering teachers to enhance their instructional practices through the thoughtful and reflective use of AI in lesson design, student engagement, and professional development. Lesson observation cycles, collaborative sharing, and targeted training will continue to build teacher capacity and ensure coherence across subject panels.

Third, it will strengthen students' moral development and national security education by embedding positive values across the curriculum, reinforcing empathy and law-abidingness, and deepening national identity through authentic experiences such as weekly flag-raising ceremonies, service learning, and cultural exchange programmes. Positive education and wellbeing initiatives will continue to cultivate resilience and a caring culture, while leadership and service opportunities will prepare students to contribute actively to the community.

Through these priorities, the school will consolidate its strong academic foundation while extending growth across the seven learning goals. Students will be nurtured to become reflective, responsible, and confident lifelong learners who are ready to embrace innovation and contribute positively to both local and global communities.

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

- 1. To develop students' abilities and skills in cultivating a self-reflective learning attitude and achieving high standards of learning outcomes through the thoughtful application of AI and IT tools**
- 2. To empower teachers to enhance their instructional effectiveness through the strategic and reflective use of AI in lesson design, student engagement, and professional development**
- 3. To cultivate a positive school culture and strengthen national education through holistic student development**

School Development Plan (2025/26 – 2027/28)

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. To develop students' abilities and skills in cultivating a self-reflective learning attitude and achieving high standards of learning outcomes through the thoughtful application of AI and IT tools	To continuously inspire students and drive them towards excellence in their academic goals with the aid of using AI for learning	✓	✓	✓	To encourage students using AI tools or apps for pre-tasks, revision, review and assessments, in order to know their strengths and weaknesses	- National and Global Identity - Breadth of Knowledge - Generic Skills - Life Planning
	To promote Digital Education and enhance students' digital literacy and skills	✓	✓	✓	To subscribe and implement the applications of e-learning and AI tools in learning such as QEF e-Learning Ancillary Facilities Program (eLAFP)	- Breadth of Knowledge - Information Literacy - Generic Skills
	To promote self management, self-directed language learning and enrichment of the school language-rich environment	✓	✓	✓	To promote self-directed learning and inquiry-based learning through AI learning tools	- Breadth of Knowledge - Language Proficiency

	To implement and enhance the holistic plan across curriculum and STEAM, with the exploration in AI, culture and entrepreneurship	✓	✓	✓	To develop interdisciplinary and comprehensive programs that cultivate and showcase students' innovation, creativity, and problem-solving skills	- Breadth of Knowledge - Information Literacy - Generic Skills
	To organize activities that inspire diverse approaches to life and career planning, promote AI-based strategies, and engage students in AI development across Hong Kong, Mainland China, and globally	✓	✓	✓	- To leverage AI tools to help students optimize their JUPAS choices and enhance their career planning strategies - To implement AI-powered resume building and interview training, while encouraging participation in diverse AI-related exploration activities	- Life Planning - Generic Skills - National and Global Identity

2. To empower teachers to enhance their instructional effectiveness through the strategic and reflective use of AI in lesson design, student engagement, and professional development	To build teachers' capacity in AI-integrated pedagogy	✓	✓	✓	- To arrange workshops on AI in education - To demonstrate and model responsible and ethical AI use in lessons	- Breadth of Knowledge - Information Literacy - National and Global Identity
	To promote reflective and collaborative teaching practices	✓	✓	✓	To arrange lesson studies with AI tools in teaching, co-planning and peer observation	- Generic Skills - Information Literacy - Breadth of Knowledge
	To foster professional collaboration in AI teaching	✓	✓	✓	- To establish "AI in Education Taskforce" - To promote cross-panel co-planning activities using AI resources	- Generic Skills - Information Literacy
	To enhance student engagement and self management through AI-powered learning		✓	✓	To pilot AI platforms for adaptive learning and formative feedback	- Generic Skills - Information Literacy - Life Planning

3. To cultivate a positive school culture and strengthen national education through holistic student development	To enhance students' sense of national identity and law-abiding awareness	✓	✓	✓	- To arrange external talks on national security and social responsibility - To develop the certified flag-raising team - To arrange Mainland exchange tours	- National and Global Identity - Healthy Lifestyle
	To promote positive values and students' well-being	✓	✓	✓	- To integrate core values into various curricula and students' assemblies - To implement the "Positive Ambassadors" program - To provide teacher training in positive education	- National and Global Identity - Healthy Lifestyle - Life Planning
	To strengthen mental health support and foster a caring culture	✓	✓	✓	- To develop Student Peer Counsellors - To theme well-being activities in school's Exploration Week	- National and Global Identity - Healthy Lifestyle

	• To develop leadership and generic skills through real-life experiences	✓	✓	✓	• To organize leadership training programs • To organize volunteer service programs	• Generic Skills • Life Planning
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