



**Kwun Tong  
Government  
Secondary School  
School Development Plan**

**2024/25 – 2026/27**

# **Kwun Tong Government Secondary School**

## **1. School Vision and Mission**

School Vision:

The vision of our school is to promote holistic education and develop each individual's potential.

School Mission

- (i) We aim at providing students with quality holistic education so that they can best realize their potential in moral, intellectual, physical, social and aesthetic areas, as well as nurturing their emotional and cultural developments.
- (ii) We promote independent learning, putting emphasis on the virtues of honesty, faith, diligence and modesty.
- (iii) We are committed to the mission of ensuring excellence for the advancement of society.

## **2. School Motto**

Faith, modesty, diligence and honesty

## **3. School Quote**

Try my Best

Reach my Crest

#### 4. 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, 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
<p>Major Concern 1: Empowering students to be active and confident learners</p> <p>Target(s):</p> <p>(a) Fostering students' capability of applying knowledge and skills across the curriculum</p> <p>(b) Grooming students' confidence and positive attitude towards learning</p> <p>(c) Strengthening students' habit of reading</p> <p>(d) Building teachers' capacity to be effective facilitators of students</p>	<p>Partly achieved</p> <p>(a) Partly achieved</p> <p>(b) Partly achieved</p> <p>(c) Partly achieved</p> <p>(d) Fully achieved</p>	<p>Continue to be the major concern in the next SDP</p> <p>Continue to be the major concern in the next SDP</p> <p>Continue to be the major concern in the next SDP</p> <p>Incorporated as routine work</p>	<p>(a) Students could apply the knowledge and skills acquired across the curriculum.</p> <p>(b) English-rich learning environment has been created but the confidence of students in speaking English needed to be further enhanced.</p> <p>(c) Students participated reading programs and activities actively but they have yet to develop a habit of reading.</p> <p>(d) Teachers showed a positive attitude towards training programs, professional sharing and support programs.</p>

<p>Major Concern 2: Nurturing students to be fulfilling members at school, in society and home country through values education</p>	<p>Partly achieved</p>		
<p>Target(s):</p>			
<p>(a) Facilitating values education through nurturing core values in meeting the future challenges ahead</p>	<p>(a) Fully achieved</p>	<p>Continue to be the major concern in the next SDP</p>	<p>(a) The selected core values, including responsibility, commitment, empathy, law-abidingness and integrity in the three years have been instilled among the students.</p>
<p>(b) Developing unique attributes to KTGSS (Kind-hearted; Take initiative; Grateful; Self-confident; Spirit to serve) and fostering a sense of belonging to school</p>	<p>(b) Partly achieved</p>	<p>Continue to be the major concern in the next SDP</p>	<p>(b) The unique attributes to KTGSS have been developed but students' sense of belonging need to be further enhanced.</p>
<p>(c) Cultivating in students social awareness and spirit to serve the community</p>	<p>(c) Partly achieved</p>	<p>Continue to be the major concern in the next SDP</p>	<p>(c) Social awareness of student and spirit to serve the community have been cultivated but need further enhancement.</p>
<p>(d) Increasing students' understanding of home country and appreciation of the Chinese culture</p>	<p>(d) Fully achieved</p>	<p>Incorporated as routine work</p>	<p>(d) Students' understanding of home country and appreciation of the Chinese culture have been enhanced and their national identity has been strengthened.</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?
  - Students engaged in their studies of various subjects and they acquired a board base of knowledge in different domains. They actively participated in both classroom and extracurricular learning activities. The school continuously evaluated its curriculum to meet the current educational trends and societal needs. Students were interested in learning and followed teachers' instruction. They demonstrated diligence and employed diverse approaches to highlight key teaching points by taking such ways as note-taking and e-learning. Group learning activities played an essential role in developing students' learning competencies. They actively participated in discussions, responded to teachers' inquiries, expressed personal viewpoints, and shared their learning outcomes through presentations. Though junior form students still heavily relied on teachers' guidance, they were willing to establish short-term learning goals. Senior form students were more capable. With teachers' guidance, they were able to set clear learning objectives, evaluate their learning progress and adjust their learning strategies.
  - Students' language proficiency level was generally up to standard. The language teachers provided comprehensive training to students in reading, writing, listening and speaking skills. Strong emphasis was on the practical application of language in daily life. Students actively participated in inter-school debate competitions, drama competitions and speech festivals. In class, students revealed a good effort to answer questions, share opinions and give presentations. They could use the required languages to complete the assignments in various subjects. Students also developed an interest in internet and electronic reading, but they tended to use them for leisure purpose, instead of academic purpose. More strategies on reading should be introduced to facilitate students' learning and broaden their horizons.
  - Students possessed a sense of national identity and understood the importance of national education. They adhered to proper etiquette during flag-raising ceremonies. Students' active engagement in national security education was evident from the collaboration of different student organizations in the promotion of national security education. They set up game booths for National Day and exhibitions for the important national events such as September 18 Incident Memorial Day, Constitution Day, Nanjing Massacre National Memorial Day and National Security Education Day. The Civic and National Education Team recruited students to be Constitutional and Basic Law Ambassadors and they joined various inter-school activities.
  - However, according to findings of APASO III and Stakeholders' Survey, some good habits such as routine healthy life style, regular exercise and balanced diet have not been well-cultivated to our students. Some students did not get enough sleep and lacked awareness of having consistent physical activities. Additionally, students spending too much time on online games affected their mental health and relations with parents. Generation gap also contributed to a tense parents-child relationship. It was important to promote mindfulness as a means to release students' stress. Also, education on filial piety, family relationships and parental responsibilities would be needed. Parent-child bonding has to be strengthened.

- ◆ How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?
- The school aligned with the seven learning goals. The curriculum and implementation strategies were based on the students' needs. Guidance and support for S1 students ensured them to adapt to a new learning mode. It did not just help students enhance their generic skills, it also facilitated their positive values and proactive attitude towards life. For S1 students, “Big Brother Big Sister Scheme” (BBBS) and “Learning Enhancement After-school Programme” (LEAP) were launched to bridge their learning gap. In-house courses, such as learning skills courses, project studies and STEAM courses were offered. Students were asked to apply interdisciplinary knowledges to design a LED thank-you card to parents. In addition, thematic project studies focusing on cross-subject cooperation such as Trade Fair in S3 were conducted. For S4, the framework for S4 streaming tailored to students' needs. The satisfaction rate was over 90%. The bridging program for S4 students prepared them to meet the DSE challenge. In addition, a wide range of learning activities, such as “Chinese Culture Week”, “English Week” and “Science for all”, greatly increased students' exposure to knowledge. The study tours outside Hong Kong broadened students' horizon, which definitely enriched students learning experience.
  - In response to students' needs, the school implemented flexible measures in improving their English standards. This included introducing English Week and offering remedial English classes for each level in junior secondary. The weakest students were divided into three groups, and small-class teaching strategies were employed to facilitate classroom interaction, promote diversified instruction, and enhance students' learning outcomes. The school also fostered collaboration between the English language subject and other subject departments to improve the effectiveness of English language instruction. Support was provided to students, who had switched to using English as the medium of instruction, to help them overcome adaptation difficulties. Additionally, the school actively implemented various measures to cater to students' diverse learning needs. Through teacher professional development training, appropriate teaching activities and school-based materials were designed, and differentiated curricula were revised and expanded to enhance learning effectiveness across subjects.
  - The school adhered to the principle of whole-school participation in student development. It effectively utilized the data collected from the Stakeholder Survey, APASO and qualitative observations by teachers to identify students' various needs. Appropriate and comprehensive policies and measures were formulated. The school placed great emphasis on students' character development through the dual-form teacher system. The clear reward and punishment system helped enhance students' awareness of law abidingness and positive values. On the whole, students' performance was satisfactory, who demonstrated their good manners and adherence to rules. The Student Support and Development Committee planned an annual calendar of value education activities and coordinated all activities relating to value education throughout the academic year. The Civic and National Education Team collaborated with different groups to organize diverse activities such as flag-raising ceremonies, ambassador training programs on the Constitution and Basic Law, Mainland China exchanges, national security education thematic workshops and inter-school quiz competitions. Additionally, since the pandemic situation improved and the society returned to normal, various subject departments and functional teams actively organized local study tours. The Pastoral Care Team and the Career and Life Planning Team assisted students in understanding the importance of career planning education at an early stage. It gradually guided students to explore their interests, abilities, aspirations, and various pathways for further studies and employment.

- The school actively sought support from various stakeholders and has maintained close contact with the Alumni Association and the Parent-Teacher Association. The support from parents and alumni enriched students' learning experiences. For instance, the keen support offered by the alumni in the inter-school basket matches let all senior students witness the precious moment of winning champion. The various activities launched by the Parent-Teacher Association, such as the cookery class and picnic, enriched students' learning experience. The school also took part in the Junior Achievement Company Programme which helped develop students' entrepreneurial mindset, including goal-setting, creative problem-solving, teamwork, communication, digital marketing and learning from mistakes. The school fostered a harmonious campus atmosphere and maintained good teacher-student relationships. Through the activities organized by the Student Union, Houses and difference ECA clubs, students from different forms had a good interaction. It promoted students' sense of belonging to the school. The school has established the SEN team to care for students with special learning needs. It offered individualized support to address the needs of these students, helping them overcome learning difficulties and providing guidance for their healthy growth.
  
- The school offered systematic leadership training to students through different functional teams and ECA clubs. The senior students were mentors of the junior students. They did not just assist junior students in adapting to school life and resolving learning challenges. They also acted as role models nurturing the growth of junior form students as a leader. However, due to the pandemic in the past three years, students attended online classes and they lacked opportunities to develop their social skill and build up the peer relations. Therefore, it was important to put more emphasis on extracurricular activities. Excursions and team-building activities could be utilized to enhance students' social skills and resilience. It also helped promote students' development of healthy lifestyles.
  
- ◆ How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?
  - The school has a clear educational goal. It emphasized the cultivation of students' academic abilities, diverse talents and moral character. Parents and teachers recognized the school's educational goals. When formulating the school's development plan, it aligned with the seven learning goals and the latest trends in educational development. There were extensive consultations and discussions in the School Policy Consultative Committee, Staff Meeting and School Management Committee. Group discussions were organized during Staff Development Days, where all teachers could take part in it. The school adopted an evidence-based approach, analyzing data from the school KPM, Stakeholders' Survey, APASO and other school-based surveys. Through the collaboration of all teachers, the school established appropriate objectives, strategies and priorities. The school always kept a close contact with students, parents and alumni in order to ensure all stakeholders understand the development of the school.
  
  - The school has a clear hierarchical organizational structure with well-defined roles and responsibilities among subject departments and functional teams. Review of school policy would be conducted regularly to ensure the smooth operation of the school. National Security Education Committee led by the Assistant Principal was formed. It examined the implementation of national security education in various aspects of school administration, personnel management, staff training, learning and teaching, student guidance and support and parent-school cooperation. It formulated strategies and measures to ensure a safe and orderly learning environment in school. What's more, it promoted the importance of

national security education to all stakeholders of the school. Crisis Management Committee led by the Assistant Principal was formed. It formulated guidelines for crisis management which stated the roles and responsibilities of teachers. It collaborated with the school social workers and educational psychologist to handle the emergencies to minimize the impact on the school. Furthermore, the school aligned with the guidelines provided by the Centre for Health Protection to develop clear epidemic prevention policies. It monitored the implementation of various measures to ensure a clean and hygienic campus environment. The school regularly updated its epidemic prevention guidelines and promoted the latest knowledge on health and epidemic prevention. Prefect of Studies and Examination Committee were formed. Appropriate academic and assessment policies were worked out. Teachers collected and analyzed the data from various formative assessments and summative assessments to understand students' learning progress. They reviewed the teaching effectiveness regularly and adjusted the teaching strategies when in needed.

- “Planning - Implementation – Evaluation” cycle has been effectively implemented for school improvement. It promoted regular analysis and evaluation of data among teachers to review their work progress. Due to the introduction to the Enhanced School Development and Accountability Framework, the school has joined “Learning Circle on the Use of APASO-III in Schools’ Self-evaluation (GSS)” and spared no effort to explain the new framework in staff meeting and Staff Development Day in order to enhance teachers’ understanding in school self-evaluation. As a result, the “Planning - Implementation – Evaluation” cycle carried out effectively and efficiently.
- The school effectively allocated manpower and resources and made flexible use of dedicated funding for specific purposes. It strategically utilized external resources through collaborating with various academic institutions. For example, the school joined the Jockey Club ICH+ Innovative Heritage Education Programme and collaborated with Lingnan University. This initiative involved the collaborative efforts of the History Department, Chinese History Department, and Technology & Living Department. An array of talks and practical workshops, including Chinese cheongsam making, fabric crafting, bamboo steamer making, and galvanized iron product making, were organized to enrich students' understanding of Chinese culture and the local heritage of Hong Kong. Moreover, the school joined various school-based support service and learning circles. The Science Department participates in the Education Bureau's school-based support service selecting scientific investigation as the focus. The school joined the learning circles relating to STEAM, Chinese Culture and mindfulness.
- The school has established an effective monitoring mechanism. The Principal effectively fulfilled the supervisory role and allocated resources, while the Assistant Principals provided effective support to different subject departments and functional teams in implementing school policies. The heads of subject departments and functional teams collaborated with each other to implement school plans. The school management effectively monitored the implementation through lesson observations, exercise book inspection and discussions with teachers. They encouraged teacher exchange of experiences through peer observation and collaboration. The appraisal system adhered to the guidelines set by the Education Bureau. Through the appraisal, teachers’ strengths and weaknesses would be evaluated. The appraisal interview provided recommendations for teachers and it helped enhance the effectiveness of their work.



### c. How Can My School Be Better

#### ◆ What are my students' needs?

- To meet the talent needs of the future, students must equip themselves to face the future challenges. Students should develop a love for learning, embrace curiosity, and cultivate the ability to learn independently. They should be proactive in seeking out new knowledge and skills throughout their lives. Students should seek experiential learning opportunities and be provided hands-on experience such as participating in projects, competitions, or extracurricular activities that allow them to apply their skills and gain practical knowledge.
- Students need to focus on core skills and embrace technology. They have to acquire a strong foundation in core skills such as literacy, numeracy, critical thinking, and problem-solving. These skills form the basis for learning and can be applied across various domains. They also have to develop basic coding skills, learn about data analysis, and understand the principles behind technologies shaping the future, such as AI and robotics. This will enable them to adapt to a technology-driven world.
- In an increasingly globalized world, understanding and appreciating different cultures is important. Students should develop cross-cultural competence, which includes intercultural communication skills, respect for diversity, and the ability to collaborate effectively with people from different backgrounds. In addition, effective communication is crucial in enhancing understanding and collaboration. To build strong communication skills of students is a must. Developing students' written and verbal communication skills, as well as active listening and collaboration skills are essential.
- Students need to develop a positive self-image. They should establish life goals, foster good interpersonal relationships and cultivate a spirit of teamwork. It is important for them to develop a positive value.
- Students should develop a healthy lifestyle. They should actively engage in physical exercise and develop personal interests.
- Students should acquire an understanding of the cultural heritage of our country. They should appreciate the values and beliefs of Chinese culture. It can enhance their sense of national pride.

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

- The school has clear directions and objectives. School administration is open and transparent. There are sufficient consultations with various stakeholders through different means. The school has established an effective self-evaluation mechanism to collect the opinions of different stakeholders. The school bases on the survey result to evaluate its work and formulate its development priorities. The school would also publish the school report on the official website.

- The staff are capable, professional and cooperative. The Principal provides an effective leadership which ensure the smooth operation of the school. The Assistant Principals support and oversee the implementation of the school policies. Middle managers maintain harmonious working relationships with teachers in implementing and monitoring the school policies. The allocation of human resources is reasonable. It considers the school's development needs and teachers' career aspirations. Teachers are devoted to the training activities such as staff development days, peer lesson observations and lesson collaboration. The appraisal system aligns with the requirement of the Education Bureau. Through continuous observation, interviews and professional advice, policies that cater for the development of teachers and the school are formulated.
  
- School can flexibly utilize various funds for running different activities, ranging from academic, cultural, aesthetic and sports. The school also has a close co-operation with the external organizations which offer training to our students. It definitely enriches students' learning experiences. Furthermore, the school establishes a close relation with the sister schools. Visits were organized to promote camaraderie between students and teachers among the schools. It enhanced students' understanding towards our nation, which benefitted students' future development in the Greater Bay Area. Additionally, the school actively participated in learning activities and competitions, making an effective use of resources from various external organizations. It helped nurture students' diverse potential.
  
- ◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?
- The school adhered to a self-evaluation cycle of "Planning - Implementation - Evaluation." During Staff Development Days, teachers were mobilized to reflect on seven learning objectives and examined the effectiveness of the previous three-year development plan. Based on this evaluation, a new three-year school development plan was formulated. Throughout the planning process, ample discussions were scheduled with stakeholders to establish the development direction and identify key areas of focus. Building upon the consensus formed among all teachers, strategies are devised to promote students' holistic development and lifelong learning.
  
- Based on the outcomes of discussions among all teachers during Staff Development Days, combined with self-assessment data and annual work reports from different subject departments and functional team to formulate two areas of focus. The first area relates to students' learning needs, while the second area addresses their growth needs. The development focus for the former is to "develop students' core competence for future challenges." The development focus for the latter is to "promote students' well-being and leading a healthy and flourishing life through values education." These two areas of focus become crucial priorities in the school's development efforts, with their sequence reflecting their relative importance. Over the next three years, each subject department and functional team must incorporate specific measures related to the areas of focus into their year plans. They should also periodically review and adjust their strategies to promote students' holistic development and lifelong learning.

## **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. Developing students' core competence for future challenges
  2. Promoting students' well-being and leading a healthy and flourishing life through values education

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

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals of Secondary Education
		24/25	25/26	26/27		
1. <b>Developing students' core competence for future challenges</b>	(a) Building students' competence in inventive thinking and information skills in Science, Technology, Engineering, Arts and Mathematics	✓	✓	✓	<ul style="list-style-type: none"> <li>● To optimize the STEAM curriculum and organize STEAM activities in formal and informal curricula of KLAs of Science, Aesthetics and Technology for kindling imagination and creativity</li> <li>● To incorporate information technologies, such as AI, AR, VR, and online learning platforms in learning and teaching</li> <li>● To provide training in STEAM for teachers to facilitate students' learning</li> </ul>	Breadth of Knowledge, Generic Skills, Information Literacy
	(b) Developing students' cross-cultural and communication competence for the rapidly changing world	✓	✓	✓	<ul style="list-style-type: none"> <li>● To enhance students' learning skills and develop their fluency in communication through experiential learning, Subject-Related Activities, cross-curricular group projects and life-wide learning activities</li> <li>● To provide learning beyond classroom opportunities by organizing local and overseas visits and study tours</li> </ul>	Language Proficiency, Information Literacy, Breadth of Knowledge, Generic Skills
	(c) Broadening students' knowledge base and connecting their learning experiences through interdisciplinary learning	✓	✓	✓	<ul style="list-style-type: none"> <li>● To extend students' reading experience through diverse and engaging subject-based, as well as cross-curricular reading programmes and activities</li> <li>● To develop students' cross-cultural competence through reading and cross-cultural learning activities</li> </ul>	Breadth of knowledge, Generic Skills, Language Proficiency, Information Literacy

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals of Secondary Education
		24/25	25/26	26/27		
<b>2. Promoting students' well-being and leading a healthy and flourishing life through values education</b>	(a) Cultivating students' selected value(s) in achieving a healthy and sound well-being <ul style="list-style-type: none"> <li>• Filial piety</li> <li>• Benevolence</li> <li>• Unity</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>● To instill selected core value(s) into students in a whole school approach by formal teaching, morning assemblies, class teacher periods, various programmes and activities, games, competitions and occasions</li> </ul>	<ul style="list-style-type: none"> <li>• Generic Skills</li> <li>• Breadth of Knowledge</li> </ul>
	(b) Enhancing peer and class bonding in establishing strong social ties and a supportive relationship	✓	✓	✓	<ul style="list-style-type: none"> <li>● To promote the social well-being of students through skill building programmes and class management scheme</li> </ul>	<ul style="list-style-type: none"> <li>• Breadth of Knowledge</li> <li>• Generic Skills</li> <li>• Healthy Lifestyle</li> </ul>
	(c) Developing students' healthy mindset and lifestyle in maintaining good physical and mental health	✓	✓	✓	<ul style="list-style-type: none"> <li>● To provide students with learning opportunities to develop good physical and mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Lifestyle</li> <li>• Breadth of Knowledge</li> <li>• Generic Skills</li> </ul>
	(d) Strengthening students' capability of fulfilling life goals and responsibilities as a committed citizen	✓	✓	✓	<ul style="list-style-type: none"> <li>● To help students understand themselves and to strengthen their capability of achieving their life goals through programmes and activities organised by functional teams</li> <li>● To provide students with experiential learning opportunities and programmes to enhance their awareness of responsibilities as a citizen</li> </ul>	<ul style="list-style-type: none"> <li>• Generic Skills</li> <li>• Life Planning</li> <li>• Information Literacy</li> <li>• National and Global Identity</li> </ul>