Po On Commercial Association Wong Siu Ching Secondary School

School Development Plan

2025/26 – 2027/28

Po On Commercial Association Wong Siu Ching Secondary School

1. School Vision & Mission

Our mission is to educate students to be sensible, aspiring, law-abiding and disciplined young people, by cultivating their moral sense and integrity and bringing forth their potentials so that they will excel in learning and conduct and become competent and virtuous individuals who can contribute to the well-being of society and humankind.

2. School Motto

Our school motto is "Reverence, Humility, Perseverance and Earnestness".

3. Core Values of Education

On the basis of our school motto, we educate our students in the following principles:

(1) Devotion to knowledge and truth, with love and respect for self and others;

(2) Humility as self-discipline, and honesty as guiding principle;

(3) Advancement with the times, with self-enhancement as the means;

(4) Prudence in thought and readiness in deed, with care and concern for society.

4. Holistic Review of School Performance

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

Major Concern and Target	Extent of the target achieved	Follow-up action(s)	Remarks
Major Concern 1: Enhance teaching effectiveness through interdisciplinary collaboration and better use of assessment data.			
1.1 Enhance the quality of the curriculum through cross-disciplinary collaboration	***To improve the composition and structure of the Academic Affairs Committee*** ➢ Fully Achieved ➢ The Academic Affairs Committee is coordinated by eight learning area teams and may add new members as needed to promote teaching exchange and interdisciplinary collaboration ***To expand the space for professional exchange*** ➢ Fully Achieved ➢ Regular professional exchanges include subject-based lesson preparation sessions, learning area group meetings, reading promotion team meetings, and teacher interactions on staff development days. ***Enhancing the quality of professional communication*** ➢ Fully Achieved ➢ Teacher exchange discussions focus on the school's development plan, including using data to inform teaching, promoting student self-directed learning through note-taking, and integrating reading into lessons. The school regularly invites experts to observe classes and share feedback with staff, effectively enhancing professional skills. These practices have become a routine part of the school's operations.	Incorporated as routine work	

Major Concern and Target	Extent of the target achieved	Follow-up action(s)	Remarks
1.2 Integrate various competency training into the curriculum to enhance students' learning ability	***Through professional communication, various competencies are integrated in various subjects**, including:* *1. Form 1: Learning Skills* *2. Creative thinking* *3. Advanced thinking training* ➢ Partly Achieved ➢ The Form 1 study skills program is a regular part of the curriculum. In Form 2, training topics are selected based on curriculum needs, including areas such as design thinking and creative thinking. For Form 3, higher-order thinking training is primarily coordinated by individual learning areas, with a focus on developing subject-specific advanced thinking skills. A dedicated task force under the Academic Affairs Committee reviews and adjusts the curriculum as needed to ensure it meets students' learning needs ***To develop Gifted Education through Competency Training*** ➢ Partly Achieved ➢ In the third year of the current three-year school development plan, the school established a Gifted Students Association for the top ten students in Forms 2 and 3, offering various enrichment programs. This initiative will continue to be developed in the next three-year plan ***To introduces more appropriate competency training to meet the needs of students.*** ➢ Fully Achieved ➢ Within the Academic Affairs Committee, two members are responsible for providing timely skills training for students	Continue to be a major concern for the next development cycle with adjusted target(s)	

Major Concern and Target	Extent of the target achieved	Follow-up action(s)	Remarks
1.3 Develop diversified assessments and use assessment data for teaching feedback.	***Participating in the Quality School Improvement Project (QSiP) to improve the quality of data analysis in all subjects.*** ➢ Fully Achieved ➢ All subjects and grade levels have become accustomed to using blueprint mapping and conducting post-assessment data analysis. The Academic Affairs Committee utilizes assessment data from each subject to report students' learning progress to parents. Based on identified areas of student need, the committee formulates the next three-year development plan. ***Deepen and standardize assessment strategies across subjects. Next year, we will use one level as a pilot (e.g. S1), share it on Teacher Development Day, and then gradually extend it to all levels. to all levels.*** ➢ Fully Achieved ➢ On Staff Development Days, different subject panels share their approaches to assessment and data analysis, demonstrating that most teachers have already mastered how to use assessment to enhance teaching	Incorporated as routine work	
Major Concern 2: Enhance students' learning capacity through reading and reading across curriculum.			
2.1 Create a reading atmosphere.	***To establish Reading and LAC unit to launch reading sessions.*** ➢ Fully Achieved ➢ Based on subject meeting records and teacher exchanges, the Reading Task Force under the Academic Affairs Committee has established regular collaboration with various departments. The English lunchtime reading sessions also primarily feature cross-curricular reading materials ***To organize reading activities, such as teacher – student reading sharing, book floating, etc.*** ➢ Fully Achieved ➢ Each year, the Teacher Librarian organizes a variety of reading activities, including lunchtime reading competitions, book-floating events, and book fairs. These have become regular responsibilities of the school library	Incorporated as routine work	

Major Concern and Target	Extent of the target achieved	Follow-up action(s)	Remarks
2.2 Increase the variety of reading resources.	***To make good use of existing reading resources in Chinese and English*** ➢ Fully Achieved ➢ The Chinese and English departments update their reading materials annually—for example, the Chinese department revises the assigned junior secondary reading list each year. Teachers from both departments are accustomed to enhancing reading instruction; the Chinese department, for instance, has adjusted the reading schedule for Form 3. The English department collaborates with QSiP to improve the teaching of reading strategies in Form 2. ***To collaborate with school library & To utilize other community resources such as EdCity, public libraries, etc.*** ➢ Fully Achieved ➢ Each year, the Teacher Librarian collaborates with various subject departments to arrange reading materials and activities. To make effective use of external resources, the Teacher Librarian also leads students to visit bookstores and public libraries for reading experiences. Additionally, Chinese Language teachers incorporate free online platforms—such as the 'Read Good Books' website—to support reading instruction	Incorporated as routine work	
2.3 Develop interdisciplinary reading to broaden students' knowledge.	***To compile booklets with cross-curricular topics with concerted efforts by various disciplines*** ➢ Fully Achieved ➢ The Heads of the Chinese and English Departments regularly invite subject teachers to contribute reading materials, update the reading booklets, and refine the lunchtime reading arrangements ***To adjust all subjects' assignments and learning activities with the incorporation of reading element*** ➢ Partly Achieved ➢ Reading is regularly integrated into the teaching practices of the Language and Humanities departments. In other subjects, reading is often used as supplementary material or included as short passages in assessments. It is recommended that all departments further explore ways to embed reading into their teaching to enhance students' higher-order thinking skills.	Continue to be a major concern for the next development cycle with adjusted target(s)	

Major Concern and Target	Extent of the target achieved	Follow-up action(s)	Remarks
Major Concern 3: To foster students' well-being by incorporating positive education into school			
3.1 To realize students' strengths and potentials and to develop students' positive life values	***To organize training workshops and talks about positive education and the development of character strengths for teachers, parents, and students.*** ➢ Partly Achieved ➢ Over the past three years, multiple seminars and workshops on positive education have been held during Staff Development Days. Some members of the Guidance Team have also completed training through the 'Positive Education Learning Circle' organized by Beishantang, contributing to a structured rollout of teacher development. For parents, related seminars have been conducted, though attendance has been relatively low and implementation has faced practical challenges. At the student level, various groups have organized a wide range of activities aligned with the PERMA Model. ***To introduce scientific psychological tools which enable students to clarify their self-concept and explore their full potential*** ➢ Fully Achieved ➢ The school's Career Planning Education Team has introduced two scientifically validated psychological assessments—the Basic Interest Markers and the Career Interest Inventory (CII)—which are regularly administered to Form 3 and Form 5 students. These tools help students gain a deeper understanding of their personality traits and strengths, and serve as valuable references for academic planning, subject selection, and career decisions. Some groups have also begun using students' character strengths to assign roles in various activities ***To introduce Applied Learning (ApL) courses held outside school for F4 students*** ➢ Fully Achieved ➢ "Each year, the school organizes seminars for parents and students, along with individual student counseling sessions during the school term, to analyze the pros and cons of taking Applied Learning (APL) courses. However, due to the limited advantage in university admission scoring, enrollment remains low— typically in single digits—and there have been cases of students withdrawing mid-course. In contrast, universities have recently shown more favorable scoring policies toward Category C subjects, which may present an opportunity for the school to explore ways to strengthen student participation in these subjects. ***To promote Values Education through nurturing different values and attitudes, including the sense of national identity*** ➢ Fully Achieved ➢ According to APASO data, students consistently demonstrate the highest levels of positive values and national identity recognition across Hong Kong. Other key value indicators—such as honesty and moral awareness—also show strong performance, with both junior and senior secondary levels scoring above the citywide median (Junior: 63.7; Senior: 67.0)	Positive education encompasses a wide range of areas. Beyond activities, the focus over the next three years will be on integrating positive education into all aspects of teaching and learning, in order to deepen the paradigm shift	

Major Concern and Target	Extent of the target achieved	Follow-up action(s)	Remarks
3.2 To strengthen school connectedness and develop positive relationships in school and the community	***To improve the campus environment and decoration*** ➢ Fully Achieved ➢ The completion of the covered playground reconstruction and the establishment of the 'Serenity Hub'—which centralizes counseling resources—have led to increased usage by both professional support teams and students. These developments contribute positively to fostering a caring and joyful school environment ***To organize community service learning programs*** ➢ Fully Achieved ➢ As in previous years, students have shown a consistently positive attitude toward participating in service activities, both within and outside the school. According to the 2024–2025 APASO data, the frequency of volunteer service among senior secondary students ranks among the highest in Hong Kong, reflecting their strong sense of empathy. However, there remains room for improvement in facilitating deeper reflection through these activities. ***To cultivate the culture of gratitude, various activities will be organised*** ➢ Fully Achieved ➢ Various groups have organized activities to help students better express gratitude, with the 'Thanksgiving Festival' led by the Student Guidance Team being the most prominent. This event has now become a regular initiative across Hong Kong ***To hold programmes like Alumni Sharing, Mentorship Scheme*** ➢ Fully Achieved ➢ Alumni sharing sessions have become an annual tradition, with nearly 30 former students returning to campus each year to share their experiences, reflecting a strong sense of belonging ***To introduce a dual class-teacher system*** ➢ Fully Achieved ➢ The implementation was successfully carried out in a gradual manner. By the current academic year, all classes across the school have adopted the dual class teacher system.	The dual class teacher system has been established as a regular practice. In terms of activities, greater emphasis will be placed on the process and reflection, allowing reflection to become the core experience that fosters student growth and serves as a foundation for progress—rather than the activity itself	

Major Concern and Target	Extent of the target achieved	Follow-up action(s)	Remarks
3.3 To develop students' sense of accomplishment through meaningful engagement in diverse types of activities	***To organize diverse types of OLE activities to cater for students with different interests and capabilities & To restructure the previous timetable which provides a half day for activities every week*** ➢ Fully Achieved ➢ At the beginning of the three-year development plan, Friday afternoons were designated as activity days, and most students expressed satisfaction with the activities arranged. However, in response to APASO findings indicating excessive tension between academic and activity time, the frequency of Friday activity days has been adjusted ***To provide leadership training opportunities in the form of experiential learning programs for potential student leaders*** ➢ Fully Achieved ➢ All training sessions have been completed. However, whether activities organized by different groups can be consolidated remains under discussion, as each group has distinct needs that require further coordination. ***To recognize students' engagement via various means, such as an improved merit-giving system, outstanding students' elections, monthly or yearly-held praising or prize-giving sessions and so on*** ➢ Partly Achieved ➢ Some initiatives have been successfully implemented; however, their effectiveness could be further enhanced through timely adjustments. For example, the reward system could be made more immediate, rather than relying solely on a one-time announcement at the end of the academic year. ***To utilize the use of relevant platforms (e.g. "My Life Planning Portfolio" developed by the Education Bureau) to strengthen students' experiential learning in a reflective and committed manner*** ➢ Partly Achieved ➢ Starting from Form 3, the school sets up the Education Bureau's 'My Life Planning Portfolio' accounts for all students, guiding them to use the platform for psychological assessments and initial résumé building. In Form 6, students further utilize ECLASS to compile a comprehensive Student Learning Profile (SLP). However, the integration and practical use of these platforms could be streamlined in the future	Although this initiative was largely completed successfully, the separate planning by different groups has led to students feeling pressed for time. Some overlapping or less effective activities are being considered for restructuring or even cancellation. Moving forward, the next cycle will prioritize quality over quantity	

Major Concern and Target	Extent of the target achieved	Follow-up action(s)	Remarks
3.4 To promote students' mental health and develop their positive emotions	***To launch student developmental programs using external resources to develop students' resilience and concept of self-love*** ➢ Partly Achieved ➢ Most of the activities planned by various groups have been successfully carried out. According to APASO data, students' resilience and emotional well-being have shown slight improvement compared to the previous cycle. However, certain year levels—such as Forms 1 and 2—still remain below the territory-wide average ***To teach students self-regulatory skills, the importance of healthy lifestyles and a proper understanding of emotions*** ➢ Partly Achieved ➢ The cognitive aspect of instruction has been completed; however, its practical impact still relies on ongoing interaction between students and relevant group teachers or class teachers ***To strengthen individual or group guidance and counselling*** ➢ Fully Achieved ➢ All tasks have been completed using the available resources. However, in light of pressing practical needs, efforts will be made to reallocate resources where possible to provide further support, along with ongoing professional training for teachers	The school will continue to adopt positive education as a key developmental focus, with particular emphasis on promoting and applying growth mindset strategies among students	

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.**

Promotion of Reading: Strengths and Challenges

◆ Reading remains a cornerstone of academic development, and the APASO data indicates that students at our school demonstrate strong reading strategies, with both junior and senior forms scoring highly (P-value: 85.7). This suggests that structured reading instruction, such as guided reading sessions and comprehension strategies taught in English and Chinese classes, has been effective. However, a deeper analysis reveals disparities in reading engagement. While junior students show a relatively healthy interest in leisure reading (P-value: 72.6), senior students exhibit a significant decline (P-value: 21.2).

Self-Regulated Learning: Progress and Areas for Growth

◆ Self-regulated learning (SRL) skills—such as goal-setting, time management, and metacognitive reflection—are critical for academic success and personal development. The APASO data highlights that students perform well in active learning (P-value: 85.7) and self-planning (P-value: 85.7), indicating that pedagogical approaches emphasizing student autonomy, such as project-based learning and flipped classrooms, are yielding positive results.

Language Skills: A Mixed Picture

◆ Language proficiency is another critical area of focus, and the APASO results present a mixed picture. English performance is strong (P-value: 78.8 for junior forms), likely due to the school's emphasis on bilingual education and immersive language activities such as debates and drama performances.

Information Literacy: Balancing Technology Use

◆ In today's digital age, information literacy is essential for navigating the vast amounts of online content. The APASO data shows that students are highly proficient in using technology for learning (P-value: 85.7), reflecting the successful integration of IT tools into the curriculum.

Healthy Lifestyle:

◆ With a main focus on positive education, many efforts have been made by different units in the school. Signature activities have taken place, such as Gratitude Festival (感謝祭) from the Counselling Unit. More students are using their character strengths to enhance their self-understanding. Compared to last year's APASO results, many mental health indicators have improved this year, indicating that our efforts in positive education are starting to be effective.

[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.

Careers and Life Planning:

◆ The paradigm shift has been generally successful, extending the scope of career guidance from further studies counseling to include careers and life planning in these few years. Our school has joined the CLAP@JC project and has been a network school since the 2023-24 academic year. We have used the Hong Kong Benchmarks for Career & Life Development (HKBM) to identify weaknesses, putting significant effort into improving benchmarks 2 (Professional Competencies and Leadership) and 8 (Meaningful Encounters with the Workplace).

◆ According to the latest evaluations, four out of ten benchmarks received full marks, showing great improvement over the past two academic years. This progress has been highly recognized by the CLAP, and two public sharing sessions were conducted by the Careers and Life Planning Unit.

◆ APASO shows significant improvement in the junior form, with three items ranking at the top of the Hong Kong norm for junior students, including work experience, career guidance, and experiences from university tours and talks. Meanwhile, four items rank at the top of the Hong Kong norm for senior students, which include work experience, career guidance, university tours and talks, and receiving career information, with a P-value of 85.7.

National Identity, Positive Values, and Attitudes:

◆ Sense of National Identity: Data from APASO shows that both junior and senior schools rank among the highest in Hong Kong (P-value: 85.7). This data has consistently been among the top in Hong Kong for two consecutive years (P-value: 85.7), reflecting the effectiveness of national education at our school.

◆ Performance in other important values (such as Honesty and Moral Awareness): APASO data indicates that both junior and senior schools are above the Hong Kong median (junior: P-value: 63.7; senior: P-value: 67.0). In senior form, the frequency of voluntary services is the highest in Hong Kong (P-value: 85.7), demonstrating students' empathy to the society.

c. How Can My School Be Better

Nurture students to be self-directed learners

◆ As evidenced in our recent school review, cultivating self-directed learning, higher-order thinking, collaborative learning, and strong lesson preparation remains essential for student growth. Over the past years, we have introduced various strategies to promote independent study skills, with teachers gradually incorporating more student-centered approaches. Some educators have successfully implemented flipped classrooms and inquiry-based projects, demonstrating the potential for deeper implementation. Moving forward, we will refine our focus by reducing fragmented activities and embedding these core competencies systematically across all subjects. This includes structured approaches to reading across the curriculum, thoughtful lesson design, and regular reflective practices to strengthen metacognitive awareness.

◆ Some students face challenges in becoming self-directed learners due to over-reliance on teacher guidance or fixed mindsets about their abilities. While external factors like home environment may influence this, we can foster growth by explicitly teaching learning strategies, critical questioning techniques, and collaborative discussion skills. Students need to understand that true learning involves curiosity, analysis, and the ability to learn with and from peers—not just memorization. By integrating pre-lesson preparation and post-lesson reflection into routines, we help them take ownership of their progress.

◆ When students develop these competencies, they become more analytical, adaptable, and engaged in their learning. Self-directed inquiry encourages deeper understanding, while higher-order questioning and collaborative reading discussions strengthen critical thinking. Structured preparation ensures students arrive ready to contribute, and reflection consolidates their learning. This creates a powerful cycle: effective preparation enables active participation, collaboration deepens understanding, and reflection reinforces long-term retention. Over time, students grow into independent thinkers who approach challenges with confidence and resilience.

Develop a growth mindset in students so they have the confidence and courage to face challenges.

◆ As shown in the analysis of Part B above, emotional well-being is still an important issue for our school to address. In the last three-year plan, our school used positive education as a theme and organized many activities based on the PERMA Model. Teachers have a basic understanding of positive education. Some have even received training and gained insights on how to put it into practice, and the school should give them the chance to share this knowledge with other teachers. In the next three-year plan, we may slightly reduce the number of activities and lessen ineffective academic burdens to create more space for students. Additionally, we should integrate more elements of positive education into school policies and classroom teaching to improve depth and effectiveness. We also expect more collaboration between units.

◆ Some students face different growth challenges that can cause emotional difficulties. Some of these issues, such as family background, are not things our school can solve on its own. To tackle these problems at their core, we should focus on the education of mindset and values. We need to teach students to view challenges as chances for growth and to realize that they can change their situation through effort. This is what a growth mindset is all about.

◆ With a growth mindset, students become more resilient to challenges, seeing setbacks as opportunities to grow rather than failures. This also helps them build positive relationships with others, encouraging them to be open to feedback and personal growth. This approach creates a cycle: a growth mindset encourages effort, effort leads to improvement, and improvement boosts self-confidence and emotional well-being.

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

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

1. To nurture students to be self-directed learners

2. To empower students to embrace challenges and develop belief in themselves

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

Major Concern	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. To nurture students to be self-directed learners.	1.1 Develop self-directed Skills with Higher-Order Thinking. Students can apply higher order thinking to analyze complex problems and create evidence-based solution across subjects.	✓	✓	✓	1.1.1 Structured Learning Strategies: Implement Think-Pair-Share for higher order thinking, use the 3Ps (Preparation, Participation, Performance) for major assignments, and integrate the 3Rs (Revision, Refinement, Reflection) for self-directed learning.	➢ Breath of Knowledge ➢ Language Proficiency ➢ Generic skills ➢ Information Literacy
				✓	1.1.2 Growth Mindset Development: Incorporate mindset prompts in lessons to build resilience and recognize students' efforts through their higher thinking questions in lessons.	
		✓	✓	✓	1.1.3 Apply Think-Pair-Share for Reading Discussions: Use Think-Pair-Share to engage students in analyzing texts. Students individually read and annotate a passage, pair with a partner to discuss interpretations, and share insights with the class to deepen comprehension.	

Major Concern	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
	1.2 Foster Collaborative Reading with Higher-Order Thinking. Students can engage in collaborative reading discussions using Think-Pair-Share to deepen text comprehension and generate critical questions.	✓	✓	✓	1.2.1 Apply Think-Pair-Share for Reading Discussions: Use Think-Pair-Share to engage students in analyzing texts. Students individually read and annotate a passage, pair with a partner to discuss interpretations, and share insights with the class to deepen comprehension.	➢ Breath of Knowledge ➢ Language Proficiency ➢ Generic Skills ➢ Information Literacy ➢ Healthy Lifestyle
			✓	✓	1.2.2 Integrate the 3Rs into reading: Encourage students to revise a cross-curricular text given by teachers, refine its connections to other subjects (e.g., science or history), and respond by creating discussion questions or summaries that promote higher order thinking	
				✓	1.2.3 Encourage Resilience in Reading Tasks: Design challenging reading activities (e.g., categorizing information in complex texts, comparing multiple sources) and support students in overcoming difficulties through explicit reading strategy instruction+	

Major Concern	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
	1.3 Promote Collaborative Learning with Higher-Order Thinking. Students can lead peer study circles and collaboratively solve real-world challenges, demonstrating teamwork and higher order thinking.		✓	✓	1.3.1 Collaborative Learning Strategies: Apply Think-Pair-Share to group projects, use the 3Ps to structure collaborative tasks, and integrate the 3Rs for peer reflection and continuous improvement	➢ Breath of Knowledge ➢ Language Proficiency ➢ Generic Skills ➢ Information Literacy ➢ Life Planning ➢ Healthy Lifestyle
		✓	✓	✓	1.3.2 Student-Led Peer Initiatives: Establish study circles where elite students teach peers, and host problem-solving events that encourage higher order thinking and teamwork in Elite Nurturing Group.	

Major Concern	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
2. To empower students to embrace challenges and develop belief in themselves.	2.1 Students are able to have more room to explore themselves and tackle challenges	✓	✓		2.1.1 To select and integrate significant Other Learning Experiences (OLE) while improving the effectiveness of current activities	➢ Generic Skills
		✓	✓	✓	2.1.2 To equip students with generic skills to tackle challenges (e.g. time management, goal setting)	
	2.2 Students' sense of growth mindset to be enhanced	✓	✓	✓	2.2.1 To incorporate the sense of growth mindset into school-wide context and school policies	➢ Heathy Lifestyle ➢ Generic Skills ➢ Life Planning
			✓	✓	2.2.2 To share good practices of our teachers, especially those in the positive education working group	
	2.3 Students' positive life values and attitudes to be cultivated, shaping students' growth as both self-directed learners and individuals	✓	✓	✓	2.3.1 To figure out and promote the values or virtues related to the growth mindset, especially the twelve priority values and attitudes from the EDB	➢ National and Global Identity ➢ Heathy Lifestyle ➢ Generic Skills
		✓	✓	✓	2.3.2 To design life-wide learning experiences with meaningful reflective elements, with reference to the 4Fs	