



School Development Plan

2025-2028

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(A) Introduction

Founded in 1967, C.C.C. Kung Lee College has been committed to offering students a diverse and relevant curriculum that meets the evolving needs of society. In response to educational reforms over the years, the College transitioned to a senior secondary school under the Direct Subsidy Scheme (DSS) in September 2003, focusing primarily on senior secondary education.

To provide students with a comprehensive six-year secondary school experience, Kung Lee College underwent a significant transformation. Since September 2022, the College has introduced a junior secondary programme starting at Secondary One, with English as the medium of instruction. The extended senior secondary programme has been thoughtfully designed to align with the structure and features of the new junior secondary curriculum.

The College remains steadfast in its commitment to offering quality education while upholding the vision of its School Sponsoring Body, The Hong Kong Council of the Church of Christ in China (HKCCCC): “Together we nurture fullness of life; Hand in hand we witness the love of Christ.” Guided by our school motto, “Discern the truth, act in justice,” we strive to nurture students in six key areas of development: moral, academic, physical, social, aesthetic, and spiritual education. By integrating Christian Education, Moral and Civic Education, and Life Planning, we aim to foster holistic development, helping students build resilience, explore their inner selves, and adopt an optimistic, positive, and forward-looking mindset.

Our dedicated teaching team will continue to drive curriculum innovation, enhance the quality of teaching and learning, and provide exceptional education. By identifying and nurturing each student’s unique talents and potential, we aim to prepare them to face the challenges of the future with confidence and purpose.

(B) Vision and Mission

Core Values

With the aim of spreading the Word of God and serving the community, we are dedicated to providing holistic education to all students through loving care, a progressive attitude, and unwavering commitment.

School Vision

Aligned with the vision of our School Sponsoring Body, The Hong Kong Council of the Church of Christ in China (HKCCCC): “Together we nurture fullness of life; Hand in hand we witness the love of Christ”, we strive to build “a diverse school, committed to positive transformation and talent development for individual students, supported by a strong professional learning community.”

Mission Statement

Guided by the love of Christ, we are committed to creating a caring and positive learning environment. Our mission is to nurture students to be “College Ready, Life Ready” by equipping them with global competencies and empowering them to become a confident generation that contributes meaningfully to society, the nation, and the world.

Educational Beliefs

We believe that the Word of God serves as a guiding light for youth throughout their lives.

We believe that life-on-life education fosters students' positive transformation.

We believe that every student is precious.

We believe that every student is teachable.

We believe that every student has unique talents and potential, which can be fully developed through student-centered education.

To address societal changes and provide diverse learning opportunities tailored to the interests and needs of all students, our school offers a wide range of curricula. We continue to promote authentic learning and experiential learning while introducing personalised learning and entrepreneurship education. These initiatives aim to cultivate students with global competencies and core skills to prepare them for the challenges of the future.

School Motto

Discern the truth, act in justice

Note: Originating from The Doctrine of the Mean: "Confucius said: Study extensively, inquire thoroughly, think carefully, discern clearly, and practice earnestly."

1. 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: To consolidate positive education and enhance students' self-planning skills			
Target : 1.1 To consolidate character education through the development of students' responsibility and collaboration skills	Largely achieved	Continue to be a major concern for the next development cycle with adjusted targets – to further enhance personal growth as well as national and social responsibility	
1.2 To develop social and emotional intelligence through the enhancement of emotional management skills, communication skills, and the establishment of harmonious relationship	Largely achieved	Continue to be a major concern for the next development cycle with adjusted targets - to further enhance mental health and emotional management measures	
1.3 To promote life planning through the development of students' self-planning skills	Fully achieved	Incorporated as routine work - with plans to further deepen related programmes in the future to continuously enhance students' self-planning skills and awareness of future directions	

Major Concern and Target	Extent of the Target Achieved	Follow-up Action(s)	Remarks
Major Concern 2: To promote personalised learning and diversified learning			
Target: 2.1 To enhance learning effectiveness by reinforcing curriculum leadership	Largely achieved	Continue to be a major concern for the next development cycle with adjusted targets - to optimize relevant measures and strengthen the link between professional development within the school and students' learning effectiveness	
2.2 To promote diversified learning and facilitate personalised learning	Largely achieved	Continue to be a major concern for the next development cycle with adjusted targets - to promote e-learning and differentiated learning strategies, enhance students' learning motivation and inquiry-based and self-directed learning ability, as well as to facilitate personalised learning	
2.3 To cultivate students' innovation, autonomous learning and 6C attributes through entrepreneurship education	Largely achieved	Continue to be a major concern for the next development cycle with adjusted targets - to strengthen interdisciplinary collaboration, promote integration across different subjects, and enhance students' creative thinking and self-directed learning ability.	

2.4 To enhance English learning by developing “Language Across the Curriculum (LAC)” in the Junior Secondary Curriculum	Largely achieved	Continue to be a major concern for the next development cycle with adjusted targets - to enhance teacher professional training, optimize relevant strategies, and consolidate students’ English learning outcomes.	
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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?

1) National and global identity

The school continuously optimises the focus of lesson units and learning objectives in various subjects to highlight national identity and global citizenship. The Chinese Language and Chinese History curricula incorporate chapters related to traditional Chinese stories and culture, as well as organise activities promoting Chinese culture, such as Spring Festival calligraphy writing. The Citizenship and Social Development subject actively promotes activities related to national security education, “One Country, Two Systems,” national education, and national identity. For example, students participated in the territory-wide National Education banner design competition and won the overall championship.

The school also actively promotes the “Sister School Scheme.” Over the past academic years, various exchange activities have been organised, such as leading students to Beijing for a one-week exchange programme, deepening students' understanding of their motherland. In addition, the school holds other regular activities related to national education, such as flag-raising ceremonies, speeches under the national flag, visits to national security exhibitions, live broadcasts of Constitution Day, and activities organised in accordance with the National Education calendar. Students show interest and demonstrate active participation in these activities.

These teaching and learning activities subtly influence students and enhance their sense of Chinese identity.

2) Breadth of knowledge

Our school is committed to building a diverse knowledge foundation for students. In addition to strengthening knowledge in various learning areas, we place great emphasis on cultivating students' abilities in reading and extracurricular activities. This aims to help students establish a broad base for learning, set their own learning goals, and master effective learning methods, thereby laying a solid foundation of knowledge.

The school launched various reading programmes, such as enhancing the "Reading Report Reward Scheme" in the English Language subject to promote a reading culture through diverse approaches. Additionally, to promote autonomous learning among students, the school organised entrepreneurial education activities, encouraging students to actively explore entrepreneurial methods, including designing products, drafting

sales plans, and putting them into practice during Open Days and Lunar New Year fairs. The school also organised a "Finland Entrepreneurship Study Tour," allowing students to participate in local business activities, broaden their international perspectives, and deepen their understanding of issues affecting individuals, society, the nation, and the world.

The school also provides a variety of non-traditional courses such as Spanish, creative arts, health management, business studies, and emerging sports, offering additional resources to expand students' learning outcomes.

3) Language proficiency

As a school that uses English as the primary medium of instruction under the new curriculum implemented since the 2022/2023 school year, our school places great emphasis on students' English learning while also focusing on improving their Chinese language proficiency. To actively promote bilingual learning in both English and Chinese, the school arranges for native English-speaking instructors to provide training in English public speaking and debating. Students are also given opportunities to host various school events, allowing them to showcase and practice their English speaking skills.

To help students adapt to an English learning environment, the English and Mathematics departments have jointly participated in a professional teacher training programme offered by the University of Hong Kong: "Establishing and Supporting a Learning Circle for Secondary Schools Using English as the Medium of Instruction for the Key Learning Area of Mathematics Education". This programme aims to help junior secondary students adapt to learning non-language subjects in English and enhance their English learning effectiveness.

Furthermore, the English department has integrated artificial intelligence (AI) into classroom teaching. Through collaborative lesson planning and peer lesson observation among teachers, the department has deepened the application of innovative teaching methodologies to further improve students' English learning effectiveness.

As for Chinese, the Chinese Language department participated in various external writing competitions. For example, our students achieved outstanding results in the "National Security in My Heart Writing Competition". To support the diverse needs of students in learning Chinese, the department hired additional teachers to provide small-group or pull-out learning support for non-Chinese-speaking (NCS) students and students whose mother tongue is Putonghua.

At the same time, the Chinese department employs diverse teaching methods by incorporating topics related to daily life and integrating traditional Chinese stories and cultural chapters into the curriculum. The school also organises cultural activities such as the Mid-Autumn Festival riddle-guessing event to create a rich Chinese learning atmosphere. These efforts comprehensively enhance students' Chinese language proficiency.

4) Generic skills

Our school is committed to developing students' generic skills based on the 6Cs educational framework (Character, Citizenship, Creativity, Communication, Critical Thinking, and Collaboration). Through diverse learning activities both inside and outside the classroom, we aim to holistically enhance students' competencies and lay a solid foundation for their future.

Students have achieved outstanding results in various competitions of different types. For example, in Physical Education, students won gold and bronze medals in the Asian 3x3 Basketball Competition (Boys U19 category), and S3 students excelled in both local and international swimming competitions. Additionally, students earned excellent results in STEAM competitions, painting contests, writing competitions, speech competitions, cheongsam design contests, and territory-wide dance competitions. These achievements demonstrate students' ability to apply classroom knowledge flexibly across different fields, showcasing their creativity and collaboration skills in practice.

During the Open Day in 2024/2025, the entire school participated in a project-based learning activity titled "Wan Chai: Past and Present". Students utilized knowledge gained in class, combined with their research on Wan Chai's history, culture, and the daily lives of its residents, and presented their findings. The activity received unanimous praise from guests. This event not only strengthened students' critical thinking and communication skills but also enhanced their understanding of citizenship, fostering their ability to explore and engage with society.

5) Information literacy

Our school successfully applied for the Quality Education Fund's "School-based STEM Education Plan" and allocated resources to develop a brand-new multimedia IT room. This facility aims to provide a learning space that integrates IT with STEAM education, with the goal of comprehensively enhancing students' information literacy skills. The IT department has actively led students to participate in various IT competitions to improve their multimedia application abilities.

At the same time, our school places great emphasis on cultivating students' information literacy, particularly in the responsible use of technology. We aim to help students develop self-discipline and avoid the negative impacts of technology addiction. To achieve this, we organised different types of workshops and seminars to teach students how to use information technology in a reasonable and appropriate manner. Additionally, we stressed the importance of adhering to legal standards and respecting others' rights when using new technologies.

According to the 2024/2025 APASO data, students scored a Q-value of 116 in "Information Technology (No Addiction)" and 116 in "Information Technology (Not Attracted by its Functions)," with all scores significantly above the average Q-value of 100 for schools across Hong Kong. Additionally, nearly 70% of parents (mean score: 3.9) agreed that the school effectively helps their children develop self-discipline and the ability to follow rules.

These results reflect the school's commitment to fostering students' self-control and self-regulation, thereby helping them avoid excessive reliance on the internet and IT tools.

6) Life planning

The school participated in the Jockey Club-sponsored "CLAP@JC Project", which uses diverse activities and visits to various industries to inspire students' potential and help them with life planning. Our school was invited to become a resource school for the project, broadening our professional network and enhancing exchanges with industry professionals and educators. In the 2024/2025 academic year, with the support of the Citizenship and Social Development and Chinese Language departments, the school participated in the "My Dream" competition organised by the London Ball Foundation. Our students successfully ranked in the top 10 and advanced to the final round, where they presented their future development plans to the judges. Additionally, positive education elements were integrated into various subject curricula to encourage students to plan their futures with a positive mindset.

The school also collaborated with various organisations, such as St. James' Settlement, to lead students on visits to different communities and organisations or participate in volunteer activities. These experiences were combined with the school's life planning lessons and experiential learning programmes to help students reflect on themselves and plan their future development.

7) Healthy lifestyle

The school is committed to promoting diverse health education activities. For example, with support from St. James' Settlement and the Department of Health, the school organised seminars and workshops on emotional management, including sex education workshops. Additionally, the school introduced a health management curriculum for junior secondary students, teaching them to develop a positive attitude toward life, care for others, appreciate themselves, and adopt healthy eating habits.

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

The school has made the following efforts to enrich students' learning experiences and promote holistic development:

The school enhances students' learning experiences through diverse curricula and activities, fostering holistic development. In the areas of national education and national security education, the school has established a "Civic Education Ambassador" programme and regularly organises activities based on the national education calendar, such as National Security Day events and Spring Festival couplet writing. Additionally, the school organises student visits to historical and cultural cities in Mainland China and establishes sister school relationships with overseas Christian schools. Through exchange programmes and discussions on topics such as "cultural integration," students expand their global perspectives.

To align with the 6C educational framework and 21st-century development needs, the school places great emphasis on cultivating students' information literacy. On Wednesdays, the school offers Appreciative Inquiry (AI) sessions to broaden students' learning horizons and encourage them to appreciate various aspects of life. Activities such as lectures, visits, and workshops are used to teach students STEAM-related knowledge, such as robot programming, to enhance their digital learning skills. The school also organises talks for students and parents on topics such as internet safety and guidance for youth on the use of technology, fostering a collaborative technology education ecosystem between school and home.

The school actively encourages students to participate in IT-related competitions, such as inter-school robotics contests, in which students have achieved outstanding results. These opportunities allow students to apply their knowledge in practice, enhancing their learning experiences and

effectiveness.

Interactive and experiential learning is one of the school's key features. The school organises project-based learning activities on topics such as "Historical Changes in the Community" and "Campus Environmental Optimisation." Additionally, classroom libraries are set up, and the school collaborates with Christian organisations to host regular fellowship activities that teach Bible stories and guide students in building Christian values.

The school regularly holds "English Day" events with diverse activities to improve students' language application skills. A "Digital Learning Platform" has also been introduced, utilising interactive software and online exercises to support language teaching. In Chinese lessons, "Cultural Units" are integrated into the curriculum, combining language learning with national education.

To address the demand for life planning and implement the core philosophy of "College Ready, Life Ready", the school offers a life planning curriculum that helps students create personalised plans for further education and employment. The school regularly organises "Career Experience Activities," where students visit hospitals, law firms, and Christian organisations. Alumni and guest speakers from various professions are invited to share their workplace experiences.

The school strengthens collaboration between parents and the school through regular parent days and online seminars each semester, focusing on topics related to youth and family relationships. "Parent-Child Activity Workshops" are also organised to promote interaction among parents, students, and the school. Additionally, life education is integrated into the curriculum, with prayer sessions, morning assemblies, and life story sharing used to help students recognise their self-worth.

In collaboration with St. James' Settlement, the school organises emotional management workshops during weekly assemblies and provides counseling services to help students relieve stress and develop a positive outlook on life.

On Fridays, the school organises "Other Learning Experiences" lessons to help students develop healthy hobbies. Based on their interests and strengths, students are encouraged to join school teams in music, sports, and arts to realise their potential.

To address students' emotional and social needs, the school provides "Social Skills Groups" facilitated by social workers and hires external instructors to implement "Music Therapy," assisting students in regulating their emotions. The school also hosts an annual "Caring School Campaign" that promotes the values of love and dedication through volunteer activities and life-sharing sessions.

Furthermore, the school organises Christian service activities such as "Elderly Visits" and "Community Clean-Up," encouraging students to practice Christian values by serving others and fostering a positive outlook on life.

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

To promote students' holistic development and lifelong learning, the school has demonstrated the following performance in leading the team toward continuous improvement and development:

In the 2024/2025 academic year, the school organised three Teacher Development Days, regular staff meetings, briefings, and review sessions to help teachers understand key focus areas and the school's development direction. At the beginning of the semester, the school conducted a class management training session, enabling teachers to share their experiences in managing classes. This activity helped teachers gather basic information about students in each class, identify individual needs, and establish a class culture, thereby setting clear goals for class management and developing class-specific characteristics.

The school also prioritises teachers' physical and mental well-being by inviting external instructors to conduct stretching exercises for staff, promoting health and strengthening positive relationships within the team.

To encourage collaboration with other schools in the district, the school actively participates in district-level activities, such as joining subject-based core groups and organising inter-school subject learning competitions. These initiatives enhance interaction and learning among teachers and students from different schools. Additionally, the school participates in the district's "Joint-School Teacher Development Day" and themed workshops, providing opportunities for teachers to share and exchange teaching experiences.

The school continues to encourage teachers to observe lessons externally and participate in teaching exchange programmes to improve teaching quality. Internally, the school promotes lesson observation, encouraging teachers across different learning areas to conduct open lessons and engage in cross-disciplinary lesson observations. Through collaborative lesson planning activities, teachers reflect on teaching effectiveness, explore students' learning difficulties, foster professional exchanges, enhance teamwork, and build a professional learning community.

The school has gained recognition for promoting team improvement and development. It continues to effectively enhance students' holistic development and lifelong learning.

c. How can my school be better?

◆ What are my students' needs?

Based on reflections on the performance of the seven learning goals and considering students' interests and abilities at different learning stages, our school will further enhance the following areas to promote students' holistic development:

- 1) Deepening Understanding of Chinese Culture, National Achievements and Global Perspectives
 - Enrich curriculum content to enhance students' understanding of Chinese culture and national achievements, while also fostering global perspectives and diverse thinking skills.
 - Strengthen students' sense of social responsibility and national identity through reflective activities and community engagement.
- 2) Promoting Project-Based Learning and a Reading Culture
 - Drive project-based learning to improve students' self-directed learning and problem-solving abilities.
 - Continue to cultivate reading habits by providing diverse reading resources and goal-setting guidance, sparking students' interest in learning.
- 3) Enhancing Language and Technology Skills
 - Strengthen English proficiency and provide interdisciplinary language support by integrating technology tools to improve language learning outcomes.
 - Incorporate Chinese culture and national education to deepen students' patriotism and appreciation for their heritage.
- 4) Improving Critical Thinking, Communication, and Self-Management
 - Foster critical thinking through discussions and debates, and enhance communication skills through diverse activities.
 - Strengthen life education to help students improve self-management skills.
- 5) Enhancing Information Literacy and Innovation Skills
 - Leverage technological resources to promote IT and STEAM curricula, enhancing students' innovation capabilities.
 - Provide teacher training on information literacy and offer parents support to address technological challenges.

6) Strengthening Life Planning and Practical Skills

- Offer diversified career exploration and consultation services to help students reflect and plan for their futures.
- Cultivate a positive attitude toward facing challenges and improve practical abilities.

7) Emotional Management and Life Education

- Conduct emotional management workshops and provide counselling services to help students manage stress.
- Deepen life education by fostering values exploration and engaging in community service, cultivating a positive outlook on life and a sense of life's purpose.

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

Our school demonstrates strong potential for sustainable improvement and development in enriching students' learning experiences and leading the team towards continuous enhancement, leveraging the following strengths and opportunities:

1) School Mission and Stakeholder's Support

The school upholds its mission of offering student-centered education and tailoring teaching to meet students' individual needs. This approach has garnered extensive support from the IMC members, staff, parents, alumni, and other stakeholders, forming a stable and robust foundation of support.

2) Innovative Curriculum and Diverse Learning Opportunities

The school actively promotes experiential learning, project-based learning, service learning, and entrepreneurial learning to provide students with rich and diverse learning experiences.

3) Community Resources and Collaborative Networks

The school has established close ties with churches, non-governmental organisations (NGOs), and industry partners, offering students comprehensive learning resources and support.

4) Professional Team and Teacher Motivation

Teachers possess an innovative mindset and a passion for learning, actively participating in professional development. This has driven the professional growth and sustainable development of the teaching team.

5) Home-School Collaboration and Resource Support

Parents offer strong support, and effective communication channels have been established, further strengthening home-school collaboration.

6) Additional Resources

Additional resources, such as the Quality Education Fund, funding from the “IT Innovation Lab in Secondary School programme”, and the “Other Languages Pilot Scheme”, provide support for implementing new strategies in IT, STEM education, and language learning.

7) External Professional Support

With support from higher education institutions, the school offers professional training for teachers in cross-disciplinary language teaching (Language across Curriculum, LAC) and AI-based science education, enhancing teaching effectiveness.

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

In the upcoming development cycle, the school will focus on optimising value education, strengthening students’ self-directed learning abilities, and enhancing teachers’ professional development. By fully utilising the school’s resources and strengths, the aim is to promote students’ holistic development and lifelong learning. Through the implementation of diverse strategies, the school will provide students with a more comprehensive and in-depth educational experience, nurturing future talents with critical thinking, innovative abilities, and a global perspective.

1) Value Education

Helping students build a positive and healthy outlook on life while strengthening their sense of responsibility toward their families, society, and the nation.

- Integrate life education, national education, and ethical values into the curriculum to deepen students' understanding of Chinese culture and national achievements while fostering a global perspective.
- Organise social service activities both inside and outside the school, allowing students to learn social responsibility through practice and enhance their sense of belonging to the community and the nation.
- Conduct mental health and emotional management workshops to help students relieve stress, improve resilience, and develop self-management skills.

2) Fostering Students' Self-Directed Learning Abilities

Enhancing critical thinking, inquiry, problem-solving skills, and language communication abilities to promote both academic and personal expression.

- Promote project-based learning and interdisciplinary inquiry to help students solve real-world problems, thereby improving their overall competencies.
- Build a reading culture by providing diverse reading resources and personalised learning goal guidance to ignite students' interest in learning.
- Leverage technology tools such as Artificial Intelligence (AI) learning platforms and multimedia teaching materials to improve language learning efficiency and deepen students' learning experiences.

3) Enhancing Teaching Effectiveness Through Professional Development and Innovative Teaching Practices

Improving teaching capacity to enhance students' learning outcomes.

- Collaborate with higher education institutions to provide professional training for teachers in interdisciplinary language teaching (Language across Curriculum, LAC), AI-based science education, and STEM education, strengthening their professional expertise.
- Encourage teachers to participate in innovative teaching workshops and seminars, both within and outside the school, to learn advanced teaching models and apply them in classroom practices.
- Establish an internal teaching sharing platform to promote experience exchange and learning among teachers, forming professional consensus and improving the overall effectiveness of the teaching team.

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. Cultivating a positive school culture to foster students' personal growth as well as their national and social responsibility
2. Enhancing students' self-directed learning skills and fostering a culture of curiosity and inquiry
3. Strengthening teachers' professional development to stay abreast of the latest educational trends to meet students' learning needs

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

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. Cultivating a positive school culture to foster students' personal growth as well as their national and social responsibility	1.1 Promote positive values and attitudes such as perseverance, respect, empathy, and care in curricular and co-curricular activities	✓	✓		• Embed positive values in civic education and subject-specific teaching • Design thematic activities to promote national and social responsibility as well as team-building skills • Conduct experiential learning activities like service learning, leadership training, and team-building exercises • Create an award scheme to recognise students who exemplify positive values	• National and global identity • Breadth of knowledge • Life planning • Healthy lifestyle

	1.2 Establish collaborative platforms for teachers to share experiences, resources, and best practices	✓			• Organise workshops and seminars on stress management, and emotional resilience for students and staff • Set up a peer support network and train student ambassadors to provide emotional peer-to-peer support • Collaborate with external organisations to provide mental health resources and counselling services • Create a designated space where students can relax and rest during breaks • Incorporate social-emotional learning skills into the school curriculum	• Generic skills • Healthy lifestyle
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	1.3 Build stronger connections among teachers, parents, and students to foster a sense of belonging		✓	✓	• Organise student-teacher, parent-teacher and student-student gatherings, as well as workshops, to strengthen relationship and foster a sense of belonging among all stakeholders • Organise school-wide events (e.g. parent-child workshops, community service projects) to promote positive interactions • Provide training for teachers on effective parent-teacher communication	• National and global identity • Breadth of knowledge • Life planning • Generic skills • Healthy lifestyle
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2. Enhancing students' self-directed learning skills and fostering a culture of curiosity and inquiry	2.1 Introduce innovative learning strategies to develop students' exploratory and inquiry-based skills	✓			• Adopt e-Learning platform to facilitate independent learning • Design interdisciplinary projects to promote critical thinking and creativity • Introduce gamified learning elements to make learning engaging and interactive • Utilise AI and Adaptive Learning tools to personalise the learning experience	• Breadth of knowledge • Language proficiency • Generic skills • Information literacy
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	2.2 Design exploratory learning experiences through STEM, arts, and humanities programmes / projects	✓	✓		• Implement STEM Programmes • Organise STEM-related competitions or activities to encourage hands-on exploration • Introduce workshops on creative arts to help students explore their artistic potential • Organise art exhibitions and performances for exploration and learning experiences • Arrange visits to industries to create experiential learning opportunities • Invite guest speakers to share their expertise and inspire curiosity	• Breadth of knowledge • Language proficiency • Generic skills • Information literacy
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	2.3 Provide targeted training and support to help students develop self-regulation and independent learning habits	✓	✓	✓	• Conduct workshops on time management, goal-setting, and effective study techniques • Offer one-on-one counselling sessions to address individual learning challenges and support personalised learning • Encourage students to reflect on their learning experiences through journals or portfolios • Provide scaffolding to help students gradually develop the ability to manage tasks independently	• Breadth of knowledge • Language proficiency • Generic skills • Information literacy • Life planning • Healthy lifestyle
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3. Strengthening teachers' professional development to stay abreast of the latest educational trends to meet students' learning needs	3.1 Offer regular training workshops on effective teaching strategies, emerging technologies, and classroom management	✓			• Conduct surveys to identify teachers' training needs • Arrange workshops on emerging topics, such as the effective use of e-learning tools, AI in education and differentiated instruction • Organise micro-teaching sessions and conduct peer classroom observation sessions for practice of new strategies and receive constructive feedback	• National and global identity • Breadth of knowledge • Language proficiency • Generic skills • Information literacy
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	3.2 Establish collaborative platforms for teachers to share experiences, resources, and best practices	✓	✓		• Form subject or department-based working groups for teachers to collaborate on curriculum planning and resource-sharing • Encourage cross-departmental collaboration to develop interdisciplinary teaching approaches • Organise teacher-led workshops where staff showcase effective strategies or tools • Introduce informal sharing sessions to discuss challenges, successes, and solutions	• National and global identity • Breadth of knowledge • Language proficiency • Generic skills • Information literacy • Life planning • Healthy lifestyle
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	3.3 Enhance teachers' capacity in implementing the Language Across the Curriculum (LAC) approach to improve students' English proficiency across subjects	✓	✓	✓	• Organise professional development workshops to help non-language subject teachers integrate English language learning into their teaching practices • Facilitate collaboration between English and subject teachers to develop cross-curricular lesson plans focusing on subject-specific vocabulary, language structures, and communication skills • Implement peer observation sessions to collect constructive feedback for improvement	• Breadth of knowledge • Language proficiency • Generic skills
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