



QUEEN'S COLLEGE

School Development Plan

2024/25 – 2026/27

Queen's College

1. School Vision and Mission

Vision

- To provide students with an all-round education aimed at excellence in moral, intellectual, physical, social and aesthetic development, whereby they can achieve self-fulfillment in all respects throughout their lives and become leaders of tomorrow.

Mission

1. To nurture in students a love of life-long learning ;
2. To promote the spirit in the school motto – ***Labor Omnia Vincit***;
3. To develop students' mind and inculcate in them a strong sense of responsibility, self-discipline, integrity and, above all, self-esteem;
4. To ensure that students attain a high level of intellectual development in preparation for further scholastic achievements;
5. To provide students with a balanced range of activities conducive to good health and to make them aware of the importance of sports and sportsmanship;
6. To impress upon students the significance of harmonious inter-personal relationship and of serving the community and the world at large as well as developing their skills of leadership;
7. To cultivate students' creative talents and appreciation of aesthetics;

2. School Goals

- To encourage the involvement of parents, alumni and members of the community in the activities of the school and to provide opportunities for enhancing the professional development and commitment of the staff.

3. School Motto

- Labor Omnia Vincit

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: To enhance students' life competencies and enable them to become self-regulated life-long learners</p> <p>Target(s): 1.1 To enhance students' life competencies through learning experiences inside and outside the classroom</p> <p>1.1.1 To build a strong reading culture and competency through Reading across the Curriculum (RaC)</p> <p>1.1.2 To build social competencies</p> <p>a. Enhance students' collaborative skills and communication skills through project learning</p> <p>b. Cultivate students' problem-solving skills through gifted education programmes</p> <p>c. Unleash students' creativity through a school-based STEAM curriculum and related learning activities</p>	<p>Partly achieved</p> <p>Fully achieved</p> <p>Fully achieved</p> <p>Fully achieved</p>	<p>To be continued as a major concern for the next development cycle with adjusted targets</p> <p>To be incorporated as routine work</p> <p>To be incorporated as routine work</p> <p>To be incorporated as routine work</p>	

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<p>d. Enrich students' information literacy in some pilot subjects such as Computer Literacy, English, L&S/CS</p> <p>1.2 To equip students with self-regulated learning skills and habits</p> <p>1.2.1 To develop students' life planning skills through goal setting and regular reflection</p> <p>1.2.2 To encourage students to adopt various strategies to raise their learning effectiveness, e.g. using flipped learning, applying note-processing skills and designing exercises on their own</p> <p>1.2.3 To share among teachers good pedagogy and lesson designs to facilitate students' learning</p> <ul style="list-style-type: none"> Teachers nominated by HoDs open their lessons for peer lesson observations Organize Joint School Open Lesson Activity 2024 Promote assessment literacy to inform learning and teaching 	<p>Partly achieved</p> <p>Partly achieved</p> <p>Fully achieved</p> <p>Fully achieved</p> <p>Fully achieved</p> <p>Partly achieved</p>	<p>To be continued as a major concern for the next development cycle with adjusted targets</p> <p>To be continued as a major concern for the next development cycle with adjusted targets</p> <p>To be incorporated as routine work</p> <p>To be incorporated as routine work</p> <p>To be continued as a major concern for the next development cycle with adjusted targets</p>	

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<p>Major Concern 2 : To instill positive values into students and nurture them into upright and committed citizens</p> <p>Target(s): 2.1 To promote the well-being of our students 2.1.1 To foster the development of healthy lifestyles of the students a. Promote physical fitness, and develop information literacy and proper use of social media among students through competitions, games, and centrally assigned regular class-based physical exercise b. Promote social well-being of students through class management scheme and inter-class competitions 2.2 To cultivate positive values among students 2.2.1 To strengthen students' competencies in making value judgement and rational decisions through Values Education a. Inculcate the ten core values and the school motto into students through lesson designs at different levels (perseverance, national identity, integrity, respect for others,</p>	<p>Partly achieved</p> <p>Partly achieved</p> <p>Fully achieved</p>	<p>To be continued as a major concern for the next development cycle with adjusted targets</p> <p>To be continued as a major concern for the next development cycle with adjusted targets</p> <p>To be incorporated as routine work</p>	

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>responsibility, care for others, commitment, law-abidingness, empathy and diligence)</p> <p>b. Develop students' good values with focus on diligence and respect for others through Functional Teams' activities</p> <p>c. Nurture students' integrity, responsibility and commitment through leadership training for students.</p> <p>2.2.2 To empower students to make informed and responsible choices on their learning and life planning</p> <p>a. Fine-tune the design and planning of the Career and Life Planning Development Curriculum from S1 to S6.</p> <p>2.3 To enhance students' understanding of their rights and responsibilities so as to strengthen their readiness to serve</p> <p>2.3.1 To establish a harmonious family relationship and promote the virtue of filial piety</p>	<p>Partly achieved</p> <p>Partly achieved</p> <p>Fully achieved</p>	<p>To be continued as a major concern for the next development cycle with adjusted targets</p> <p>To be continued as a major concern for the next development cycle with adjusted targets</p> <p>To be incorporated as routine work</p>	

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.

- ◆ How good is my students' performance in achieving the seven learning goals?
- ◆ How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?
- ◆ How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

Significant progress in achieving the seven learning goals has been demonstrated by our students. They exhibit a strong sense of global citizenship through different book exhibitions and exchange programmes. Furthermore, students actively participate in academic and co-curricular activities, developing lifelong learning capabilities through educational initiatives such as reading programs, project learning, gifted education programmes and STEAM education. As for their national identity, it has been strengthened through programmes to raise their understanding of the Motherland and Chinese culture in the curriculum, talks, visits and immersive programmes.

The school excels at equipping students with various learning strategies to foster continued growth beyond graduation. There is a strong focus on developing critical thinking, problem-solving, and research skills. Students have ample opportunities to engage in in-depth projects and independent studies to deepen their knowledge. We have incorporated cross-curricular project learning in S1-S3, integrated into the formal curriculum through multi-KLAs for secondary students and through cross-curricular learning activities during lesson time and post-examination periods for junior forms students. Through both internal and external extra-curricular programmes, students have been given plenty of opportunities to take up roles as leaders, helpers, organizers, teammates, and presenters so as to hone their generic skills.

Pedagogy that emphasizes active and self-directed learning, which help nurture students to be curious, adaptable, and resourceful, is adopted. The school provides ample opportunities for students to pursue their unique interests and passions. This demonstrates the school's mission to instill in students a love for learning and equip them with the mindset and skills for lifelong learning. Moreover, we also promote students' autonomy and goal setting to encourage active participation in their learning journey. The emphasis on active learning and personalized pursuits demonstrates that the school is effectively preparing students to be adaptable and self-directed learners who can thrive in the 21st century.

Students' awareness of the importance and methods of maintaining a healthy lifestyle has been enhanced through programmes about healthy eating

^{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.
School Development Plan (SDP)

habits, physical fitness exercise, appreciation of art and music, and stress management.

The 6-year Career & Life Development Curriculum has empowered students with skills in goal setting, self-understanding, time management, and decision making.

Students' information literacy has been strengthened via the formal curriculum as well as related activities that cover the attitude, skill and knowledge; involved in the application of information technology.

The Life-wide Learning periods in every cycle has created opportunity for functional teams and subject departments to arrange multifarious experiential learning activities. Various school functions such as Open Days, Athletic Meets, Swimming Gala, and Speech Day have provided enormous opportunities for students to engage themselves and apply their inter-personal, organization, presentation, and problem-solving skills. Values education has been implemented both inside and outside the classroom to build students' character and positive attitudes.

c. How Can My School Be Better

- ◆ What are my students' needs?
- ◆ What is my school's capacity for continuous improvement and development?
- ◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

Students need to build more confidence in learning both inside and outside the classroom.

More measures need to be taken to encourage students to build their reading habits.

More learning activities, especially those that focus on communication, such as discussions, presentations and sharing of insights gained, need to be organized both inside and outside the school. Learning circles and study groups could be promoted.

The curriculum can further challenge students according to their ability.

Students' ability in setting their own goals can be strengthened.

Students need to build habits in maintaining a healthy lifestyle, especially in terms of their participation in physical fitness exercise.

Students' resilience needs to be strengthened so as to empower them to handle stress and adversities and allow them to achieve social and emotional well-being.

Students' values and attitude need to be nurtured not only to prepare them for their development into future leaders with moral ethics and strong character, but also in the face of the prominent role of information technology in daily life.

Students need to keep abreast of the latest development in our country and the world, so as to grasp the opportunities to benefit from the developments.

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. To enhance students' self-efficacy and agility in learning in the ever-changing world
2. To enhance the holistic development of students and cultivate their growth mindset and a sense of morality

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

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. To enhance students' self-efficacy and agility in learning in the ever-changing world	1.1 To nurture students to be skilled and confident learners	✓	✓	✓	1.1.1 To enhance students' confidence and skills in learning by helping them discover and unleash their potential	<ul style="list-style-type: none"> National & Global Identity Breadth of knowledge Language Proficiency
		✓	✓	✓	1.1.2 To strengthen students' language competency by building a reading and communication culture	
		✓	✓	✓	1.1.3 To promote assessment literacy in order to inform learning and teaching	
	1.2 To boost students' ability to cope with and thrive in the ever-changing world	✓	✓	✓	1.2.1 To augment learning and teaching effectiveness through utilizing innovative technologies	<ul style="list-style-type: none"> Generic Skills Information Literacy
		✓	✓	✓	1.2.2 To develop students' information literacy through different subjects	

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
2. To enhance the holistic development of students and cultivate their growth mindset and a sense of morality	2.1 To develop healthy lifestyles among students	✓	✓	✓	2.1.1 To develop students' understanding of mental health and reinforce their ability to adapt and resist stress	<ul style="list-style-type: none"> • Healthy Lifestyle • Information Literacy
		✓	✓	✓	2.1.2 To nurture students' habits of keeping good physical health	
		✓	✓	✓	2.1.3 To promote the use of information technology in an ethical and responsible manner	
	2.2 To foster a caring and supportive school atmosphere	✓	✓	✓	2.2.1 To instill moral virtues in students' mind	<ul style="list-style-type: none"> • Life Planning • Generic Skills
		✓	✓	✓	2.2.2 To leverage classes as the platforms for the development of leadership and brotherhood	
	2.3 To strengthen students' sense of identity in family, school, local, national and global contexts	✓	✓	✓	2.3.1 To cultivate students' service mindset and motivate them to contribute to family, school and local community	<ul style="list-style-type: none"> • National and Global Identity • Breadth of Knowledge

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
		✓	✓	✓	2.3.2 To provide more learning opportunities to students for their better understanding of national and global development	