Yaumati Kaifong Association School

School Development Plan

2025-2026 to 2027-2028

Yaumati Kaifong Association School

School Mission

To provide education for students from all walks of life and of different cultural backgrounds. To tailor teaching to meet their diverse needs so that their talents and potential can be fully developed.

School Motto

Our school motto is Honesty and Honour. Honesty is how our students are nurtured to be honest, thereby being fair, truthful and morally upright. Honour is for them to gain the respect they deserve and be the source of pride to their alma mater, parents and teachers.

Our Goals

Our school epitomizes a global cultural community, with students of various countries around the world. We hold the belief that education should be impartial and the rights of all students, regardless of culture, language or religion. English is the medium of instruction in all subjects except Chinese; however, we stress on bilingualism in school, thus equipping our students with the basic knowledge of Chinese to help their integration into the society.

Holistic Review

Effectiveness of the previous School Development Plan (2022-2025)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1. Equip students with the 21st century learning skills, namely STEM competencies and language skills through inquiry-based learning.	Partly achieved	Encourage e-learning in different learning areas	In our ongoing commitment to preparing students for success in the 21st century, we have made significant strides in equipping them with essential STEM competencies and language skills through inquiry-based learning. This approach encourages students to engage actively with their learning, fostering critical thinking, creativity, and collaboration. Particularly in STEM subjects, we have integrated projects and problem-solving tasks that challenge students to apply their knowledge in meaningful ways. For instance, joining STEM activities and competitions have not only enhanced their technical skills but also ignited a passion for inquiry and exploration. Our school has successfully organized workshops for teachers focused on reading skills and STEM education to enhance their teaching methods.

2. Enrich students' learning experiences and help students explore their potentials.	Partly achieved	Some of the activities and project learning will be incorporated as routine	Our initiative to enrich students' learning experiences and support their exploration of potential has made considerable advancements. We have implemented various programs that encourage exploration and creativity, such as various extracurricular activities and projects in different learning areas that allow students to engage with their interests. Field trips, talks by guest speakers, and activities in the community have also broadened students' horizons, providing real-world connections to their studies. These opportunities have fostered a more dynamic learning environment where students feel inspired to pursue their passions. However, while many students have benefited from these initiatives, we recognize the need for more inclusive strategies to ensure that all students have access to these enriching experiences.

3. Foster positive learning and interpersonal attitudes among students, focusing on encouraging humility, compassion and proactiveness.	Partly achieved	Some of the programmes will be incorporated as routine work	Our efforts aimed at fostering positive learning and interpersonal attitudes among students has made commendable progress. We have introduced programmes aimed at promoting respect, empathy, and consideration to all the students. During assemblies, we set up different themes each month to reinforce these values and encourage positive interactions among students. Programmes organised by “Just Feel” has further promoted self-awareness and respect among peers, helping students understand the importance of humility and compassion in their interactions. However, while many students have embraced these values, we recognize the need for continued reinforcement and integration of these principles into everyday school life. It is essential to refine our strategies, ensuring that all students fully engage with and embody these positive attitudes, ultimately contributing to a more supportive and collaborative learning environment.

B. Based on the reflection against the seven learning goalsII, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

■ **(B1) How good is my students' performance in achieving the seven learning goals?**

According to APASO, there is a notable discrepancy between students' and teachers' observation of independent learning. While teachers express concerns about students lacking self-discipline, both students and parents maintain a positive outlook on self-management abilities. This suggests a divide in perspectives, with students and parents confident in students' independence, contrasting with teachers' skepticism regarding their self-discipline.

Students indicate that they engage in a moderate amount of reading; however, both the quality of their reading and their enthusiasm for it are not enough. This situation is further complicated by a disparity between students' self-reports and parents' perceptions, as many parents view their children as having good reading habits. Despite initiatives like co-reading and regular visits to the library, these efforts have not working enough in fostering a deeper love for reading.

Over half of students believe they can achieve a healthy lifestyle, in contrast, parents generally hold a more optimistic view of their children's capacity for healthy living. This discrepancy may arise from differing concepts of what a healthy lifestyle entails, influenced by cultural backgrounds and possibly a lack of family support. Such a disconnect highlights the need for better communication and understanding between students and parents regarding health and well-being.

There are significant discrepancies in language literacy, particularly among Key Stage 1 students, exhibiting lower proficiency levels. This lack of vocabulary and word recognition is associated with poorer academic outcomes, underscoring the need for enhanced family support and greater motivation. By addressing these areas, we can create a more supportive learning environment for students. Students are good at speaking, as they are willing to share in communication during group work. Students' performance are weaker in their reading and writing, as noted by teachers.

Students exhibit a significant deficiency in understanding online privacy and effectively using information technology for academic purposes. Despite teachers' efforts to impart information literacy skills, the lack of student engagement indicates that additional initiatives are necessary to foster a more productive use of technology in their academic pursuits. This gap emphasizes the need for targeted strategies to enhance students' understanding and application of digital tools for learning.

A significant majority of teachers believe the curriculum effectively addresses national identity, offering a solid framework for student awareness. While students demonstrate some awareness of national identity issues, there is a gap between understanding and personal conviction, suggesting

these values may not be fully internalized. Additionally, self-management skills are lacking among students. This highlights the need to integrate concepts of integrity alongside multi-national identity in the curriculum, as fostering a sense of belonging to a broader community can enhance personal commitment to national values while respecting diverse cultural backgrounds and promoting ethical principles.

- **(B2) How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?**

The school actively participates in community activities, enabling students to learn through practical experiences and enhance their sense of social responsibility. Observational data indicates that 71.9% of students feel they engage positively in community service. Additionally, students show a strong willingness to develop life skills through extracurricular activities, with 72% expressing agreement in a recent survey.

Inter-school exchange programs have expanded students' horizons and fostered an understanding of Chinese culture. This year, multiple tours to China have been arranged, providing valuable opportunities for interaction and relationship-building with local students. On-stage performances have been positively received, helping students build confidence and creativity. Community service initiatives, such as Show Choir and elderly home visits, foster a sense of belonging and integration within the community.

Students appreciate the variety of learning activities arranged by teachers, with 65% expressing satisfaction. However, there is still a need to address the diverse learning needs in the classroom, as indicated by varying student responses. While fund-based activities exist to support low-income families, participation rates are low, indicating a need for broader engagement.

The school continuously explores and implements new curricula, such as STEM education and interdisciplinary learning, aligning with educational trends. According to survey data, 75.8% of respondents believe that the curriculum meets modern educational needs.

Career planning and life education experiences have high attendance and relevance, supported by parents' positive feedback on the school's efforts to develop students' interests and life skills. The school reinforces positive values through monthly themes introduced during morning assemblies. Survey results indicate a significant number of students feel that the school nurtures leadership and good virtues, enhancing their ability to interact positively with others.

- **(B3) How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?**

The school actively facilitates stakeholder engagement through various meetings, allowing teachers and teaching assistants at all levels to better understand the school's current status and their respective roles. The implementation of the PIE (Plan, Implement, Evaluate) framework enables collaborative participation in defining key focus areas aligned with the seven learning objectives and the school's annual and three-year development

plans. According to APASO, 82.8% of teachers believe that professional development activities are aligned with the school's needs, and 69% find these activities beneficial to their work.

The school has established a collaborative lesson planning and peer observation system, promoting teamwork in curriculum design and enhancing professional learning among teachers. This system supports the overarching goal of fostering student learning in line with the seven learning objectives. It is also essential to provide parents with resources and training to better support their children's learning at home.

The school collaborates with external organizations to conduct learning and holistic development activities, which not only enhance student learning but also help reduce costs. Clear guidelines regarding financial resource allocation are provided to teachers, ensuring transparency and effective utilization of available resources.

C. How Can My School Be Better

◆ (C1) What are my students' needs ?

Achieving a basic standard in both Chinese and English is imperative. Efforts to strengthen English literacy in B classes of Key Stage 1 (KS1) are particularly vital, as this foundation supports future academic success. Additionally, it is essential to encourage students to learn and use Chinese in their daily lives, enhancing their communication skills and cultural awareness. Increasing parental engagement in their children's education can foster academic performance and motivation.

Fostering a positive attitude towards difficulties is crucial for student development. Continuous support is especially needed for Class B students, who often display low motivation. By providing training programmes of self-management skills, we can help students face challenges with confidence and resilience. Increasing parental engagement in their children's education can foster their positive attitude.

Promoting a healthy lifestyle is fundamental for students' well-being. Encouraging a balanced diet and regular exercise should be a priority. While the school has consistently advocated for these habits, it is important to involve parents more actively to reinforce the message of healthy living at home. Increasing parental engagement in their children's education can help students to build up a healthy lifestyle.

Improving self-management skills is essential for students' growth. These skills can be categorized by age group: KS1 students should focus on lesson preparation, organization, and responsibility for their materials, while KS2 students should develop more advanced skills such as note-taking, exam preparation, and self-directed study. Increasing parental engagement in their children's education can improve students' self-learning.

- **(C2) What is my school's capacity for continuous improvement and development?**

Inviting APSM teachers to join the management team is a key step in cultivating future leaders and enhancing the effectiveness of school management. By organizing training and workshops, the school promotes the professional growth of middle managers, ensuring a robust leadership pipeline.

Careful planning aligned with the school's vision and goals is essential for focused and gradual development. This strategic approach allows for the effective utilization of human and learning resources, ultimately improving the quality of teaching.

The integration of STEAM education equips students with the necessary skills to engage with AI learning and technology. This prepares them to remain competitive and updated in an ever-evolving educational landscape.

Fostering strong relationships with alumni and the Parent-Teacher Association (PTA), along with a robust Incorporated Management Committee (IMC), provides important support structures. These relationships act as pillars to help the school achieve its goals and aspirations.

- **(C3) What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students ?**

A primary focus is on enhancing students' self-learning and self-management capabilities, as many students currently exhibit weaknesses in these areas. Future plans will emphasize targeted training and activities that empower students to take charge of their learning and manage their responsibilities effectively.

Recognizing the need for improved communication with parents, the school will organize themed and systematic parent education seminars and courses, particularly for those with children in lower grades. These sessions will provide parents with essential information and guidance on the school's expectations for student learning and daily life, as well as insights into promoting healthy living.

Dedicated to improving the effectiveness of teaching and learning, the school will implement innovative strategies and providing professional development for teachers, we aim to engage students actively in their education and create a dynamic learning environment that prepares students for future challenges.

Majors Concerns for a period of 3 school years 2025-2028

1. To improve the effectiveness of learning and teaching.
2. Cultivate students' moral character and self-discipline by implementing a school-wide values education approach.

School Development Plan (3-school-year period)

Major Concerns	Targets	Time Scale			A General Outline of Strategies	7 Learning Goals
		Year 1	Year 2	Year 3		
1. To improve the effectiveness of learning and teaching.	1. Focus on developing the "Collect" stage in the 5C School-based Approach. Foster students' skills in collecting information. - Integrate the use of diverse IT tools in learning and teaching to facilitate the process of collecting information. - Enhance the pre-lesson preparation skills of students.	✓	✓	✓	1.1 Teachers professional training. 1.2 Teachers use diverse IT tools to enhance learning and teaching effectiveness, especially in the stage of collecting information. 1.3 Improve students' information collecting skills through well designed learning activities. 1.4 Lesson obeservation and co-planning.	-Knowledge of Key Learning Areas -Language skills -Generic skills -Reading and information literacy

	2. Focus on developing the "Communicate" and "Collaborate" stages in the 5C School-based Approach. Foster students' communication and collaboration skills. - Establish students' skills of reasoning, expressing views and compromising.		✓	✓	2.1 Teachers professional training. 2.2 Design questions ranging from basic recall to high-order thinking. 2.3 Incorporate collaborative questioning, encourage peer discussions and foster communication and critical thinking across abilities. 2.4 Improve students communication skills through well designed learning activities. 2.5 Students learn about collaboration skills through well designed learning activities. 2.6 Lesson observation and co-planning.	

	3. Focus on developing the "Create" and "Connect" stages in the 5C School-based Approach. Foster students' creativity and the awareness of connecting the knowledge they learn with other subjects, the community, their friends/ families or themselves. - Inspire and foster students' creativity. - Students connect the knowledge of different subjects and apply in their learning. - Students apply the knowledge, skills and attitudes learnt in lessons to everyday life.			✓	3.1 Teachers professional training. 3.2 Foster students' creativity through subject learning design. 3.3 Provide opportunities for students to apply the knowledge, skills and attitudes they learnt in lessons in diverse activities. 3.4 Lesson observation and co-planning.	

Major Concerns	Targets	Time Scale			A General Outline of Strategies	7 Learning Goals
		Year 1	Year 2	Year 3		
2. Cultivate students' moral character and self-discipline by implementing a school-wide values education approach.	1. Behaviour Goals Through values education, develop in students: - A sense of law-abidingness to become law-knowledgeable and law-abiding individuals. - The character of integrity, students are honest in words and actions. - A strong National identity, deepening their sense of belonging and responsibility to the country.	✓	✓	✓	1.1 Design classroom management activities to foster law-abidingness and integrity. 1.2 Embedded elements of National identity and National security in school based curriculum.	-Knowledge of key learning areas -Language skills -Generic Skills -Reading and information Literacy -National identity -Positive values and attitudes -Positive values and attitudes -Healthy Lifestyle
	2. Academic Goals In the learning process, guide students to: - Set learning goals clearly, planning their study directions and steps effectively. - Strengthen self-learning abilities and develop reading habits, proactively exploring knowledge and broadening horizons through reading.	✓	✓	✓	2.1 Students set learning goals for themselves. 2.2 Provide opportunities for students' to self-learn and self-discipline during "ME Time". 2.3 Further promote Home-school collaboration and provide parent	

					education activities.	
	3 Healthy Life Style Goals Focus on students' overall health, supporting them to: - Cultivating positive mindsets to manage emotions and stress. - Establish healthy lifestyles through diet, exercise and healthy routines.	✓	✓	✓	3.1 Promote mental and physical health in "Just Feel" programme. 3.2 Promote fitness programme and the use of new equipment. 3.3 Enhance Teacher-student relationship through classroom management activities. 3.4 Further promote Home-school collaboration and provide parent education activities.	