



Chinese Y.M.C.A Secondary School School Development Plan

2025/26 – 2027/28

September 2025

Chinese Y.M.C.A. Secondary School

(1) Mission Statement

The school, founded by the Chinese YMCA of Hong Kong and grounded in the teachings of Jesus Christ and biblical truths, upholds the Christian spirit of "Not to be served, but to serve." It aims to promote holistic Christian education, advancing moral, intellectual, physical, social, aesthetic, and spiritual development. The highest goal is to foster Christ-like character in students while nurturing their sense of social responsibility, care for the nation, and global vision, contributing to building a civilized and compassionate Hong Kong.

(2) Mission

Following the Christian spirit and the school motto "Glorify God, Love Others," the school is committed to cultivating students who are confident in learning, humble in seeking truth, and grateful for what they gain. By fostering harmonious and loving relationships with God, others, themselves, and the world, students can realize their potential, emulate the spirit of Jesus Christ, serve people, love others as themselves, and glorify God while benefiting others.

(3) School Motto

Glorify God, Love Others

- "And now these three remain: faith, hope, and love. But the greatest of these is love." *(1 Corinthians 13:13)*
- "Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. The second is this: Love your neighbor as yourself. There is no commandment greater than these." *(Mark 12:30-31)*

(4) Holistic Review of School Performance

Effectiveness of the School Development Plan in the cycle of 2022/23–2024/25

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
Major Concern 1 : Enhancing Students' Learning Effectiveness				
Target	Optimizing Remedial and Enrichment measures for S6 students to improve the 332A-22 or above percentage	Largely achieved	<ul style="list-style-type: none"> Policies have been incorporated into routine practice but will continue to be reviewed and enhanced. (source: academic review meeting; KPM 17 data) Apart from S6, we plan to gradually extend relevant measures (such as Early Start, supplementary courses after school, and additional small-group tutorial sessions during self-study periods) to S5, aiming to help students establish their goals earlier and better prepare for the DSE Examination. (source: academic review meeting; KPM 19 data) 	
	Using detention system for missing homework to instill better study habits in students	Partly achieved	<ul style="list-style-type: none"> The policy direction is correct, but efforts are needed in differentiated homework design, workload planning, and feedback pace. (source: academic review meeting; school-based subject survey) Review the balance between the detention for missed homework and participation in CCA activities (including school team training) to find a delicate balance. (source: school development workshop; KPM 12 data) 	

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
Target	Promoting blended learning to enhance students' self-directed learning	Largely achieved	<ul style="list-style-type: none"> The use of Google platforms has been effective, but with the rapid development of Artificial Intelligence (AI), more training for teachers and students is necessary to fully leverage technology for learning. (source: school development workshop; KPM 12 data; school-based subject survey) Successfully introduced the OQB online system, which provides a convenient practice platform for teachers and students. Greater promotion of subject-specific use of OQB is needed in the next cycle. (source: academic review meeting; school-based subject survey) With the BYOD initiative already implemented school-wide, students are generally able to effectively engage in blended learning both inside and beyond the classroom to enhancing their learning effectiveness. Given the rapid advancement of technology, we need to continue exploring in the new cycle, how to leverage BYOD to further promote student self-directed learning and lesson preparation. (source: academic review meeting; school-based subject survey) 	

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
Target	Optimize the timetable framework, to provide students with a broad and diverse learning experience	Largely achieved	<ul style="list-style-type: none"> To align with the overall needs of secondary curriculum development, we have revised the timetable framework used for many years in this development cycle. The new framework has generally operated as expected. Nevertheless, we will continually review specific elements of our school curriculum, such as the percentage of class time allocated to various learning areas, morning reading arrangements, local and overseas/mainland study tours and exchanges, discipline and guidance, career and life planning, and Christian education aligned with positive values education. This ongoing review aims to keep pace with changing times and strike a balance between meeting societal needs and maintaining our school-based characteristics. <p>(source: school annual plan and report, KPM-7, 10 data)</p>	
	Enhance students' value-added performance in the DSE exam	Partly achieved	<ul style="list-style-type: none"> After the pandemic subsided and school activities gradually returned to normal, we introduced a series of enhancement and support measures for senior secondary students during this cycle. These included "Early Start" program, after-school and holiday study rooms, Star Group, adjustment of senior elective subject combinations, outstanding alumni sharing sessions, and extended lessons after the normal school days for S6 students. These measures will continue to be key strategies in the next development cycle to provide quality value-added education services for students. (source: EDB-SVAIS report, KPM-19, 20 data) 	

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
Target	Enhance the overall learning atmosphere of the school	Partly achieved	<ul style="list-style-type: none"> During this cycle, we launched the SEA Awards and Check-Me Out programs to improve the overall learning atmosphere at school. However, we recognize that these programs alone cannot significantly boost students' motivation and initiative in learning. Therefore, in the new cycle, we aim to strengthen students' preparation before lessons and their follow-ups after class. We will also provide more platforms for high achievers in various subjects to share their learning experiences with others to enhance the overall learning atmosphere. (source: school annual plan and report, KPM-12, 23 data) 	
	Optimize the S3 Trial Study Program	Fully achieved	<ul style="list-style-type: none"> The optimized S3 trial study program effectively reduce teachers' workload and the pressure on students to study multiple subject simultaneously. This policy will be incorporated into routine work in the new cycle. (source: school annual plan and report, academic review meeting) 	

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
Major Concern 2: Cultivating Positive Values Among Students				
Target	Launching School-Wide Integrated Values Education Program	Largely achieved	<ul style="list-style-type: none"> Under the new timetable framework, we have implemented a school-wide integrated values education program called "Value Voyage." Through a variety of activities organized by different teams, the program has successfully helped students adopt a more positive attitude when facing challenges encountered in their studies, daily lives, and personal growth. In the new cycle, this initiative will be incorporated as part of our ongoing regular practice. <small>(source: school annual plan and report, KPM-17 data)</small>	
	Organizing local and overseas study tours	Largely achieved	<ul style="list-style-type: none"> During this cycle, we have organized various local, mainland, and overseas study tours and exchange activities, including the "Xi'an Sister School Visit," "Switzerland and Germany Tour," "Harbin and Shenyang Tour," "China Danxia Tour," "S1 Whampoa Military Training Camp, "Taitung and Kenting Geological and Cultural Study Tour," "U.S.A. Tour," and "Australia Study Tour." Apart from broadening students' horizons, these activities actively explore and develop students' diverse potentials, cater to learner diversity, promote Chinese culture, and enhance students' understanding of the country. These initiatives have been highly welcomed by both parents and students, and they will be incorporated as regular activities in the new development cycle. <small>(source: school annual plan and report, KPM-8, 13 data)</small>	

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
Strengthening collaboration with external organizations and integrate internal resources		Largely achieved	<ul style="list-style-type: none"> After the pandemic, partnerships with external organizations were enhanced to offer students diverse learning opportunities and cultivate positive outlooks on life. Initiatives included programs such as the "Life Mentors Project," the revival of the Sports Days, the "My Action Promise" enhanced version, the "Global Citizen Ambassadors Program," the "Greater Bay Area Cultural Arts Ambassadors Program," and the first-ever "YMCA Museum Day." These effectively supported students in developing positive values and will be included as routine tasks in the next cycle. (source: school annual plan and report, KPM-13, 14 and 17 data) 	
			<ul style="list-style-type: none"> In this cycle, subjects were required to indicate the value education elements of relevant topics in their teaching schedules. This strengthened the integration of value education into daily lessons. This initiative will be incorporated as a routine task in the next cycle. (source: school annual plan and report, APASO data) 	

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
Target	Strengthen students' understanding of cross-generational integration within Chinese culture to foster positive values.	Largely achieved	<ul style="list-style-type: none"> Efforts focused on services for the elderly, such as collaborating with Peace Box Hong Kong and expanding school-based collaborative activities. These efforts will be scaled up in the next cycle. (source: school annual plan and report, APASO data) 	
	Expand resource rooms and functional spaces to enhance student support	Largely achieved	<ul style="list-style-type: none"> During this cycle, suitable locations within the school were identified to establish counseling and career planning rooms, providing diversified support for students. (source: student development review meeting, KPM-13 data) 	
	We periodically invite well-known community figures (such as pilots, professional singers, and Christian artists) to our school to share their personal growth experiences with students, aiming to strengthen students' ability to set personal development goals and enhance their resilience.	Largely achieved	<ul style="list-style-type: none"> Over the years, we have consistently arranged various forms of personal growth and team-building programs for students during lunchtime, assemblies, and morning meetings. Given the rapid dissemination of information in today's era, where undesirable content spreads widely on social media and affects students, we will enhance our support in the new cycle by assisting students in developing healthy lifestyles, as well as strengthening their positive mindset and resilience when facing adversity and challenges. <p>(source: stakeholders survey, APASO data, KPM-13, 14 and 17 data)</p>	

Major Concern and target		Extent of the target achieved, e.g.	Follow-up action(s), e.g.	Remarks
Major Concern 3: Strengthening Teachers' Professional Support				
Target	Establish the School-based non-appraisal mode Teacher Partnership Program (TPP) to support less-experienced teachers and improve student learning outcomes.	Partly achieved	<ul style="list-style-type: none"> In recent years, a significant number of new teachers with limited experience have joined the school. To help them quickly and effectively master classroom skills, the school-based non-appraisal mode Teacher Partnership Program (TPP) was introduced during this cycle. This program adopts a positive and supportive approach to assist new teachers in adapting and improving. However, it was noted that this initiative might create pressure for the observed teachers. Feedback from various review meetings has been collected, and the program will continue to be reviewed and optimized in the next cycle. (source: school development workshop, SEC meeting, academic meeting, development workshop, KPM-5 data) Besides lesson observations and post-observation discussions, creating shared spaces for professional exchanges is crucial. In the next cycle, the school will explore ways to provide additional time and space for teachers to reflect, plan and discuss within tight schedules. (source: school development workshop, SEC meeting, academic meeting, KPM-5 data) 	

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
Target	Assist teachers in understanding and complying with professional ethics guidelines and relevant laws.	Fully achieved	<ul style="list-style-type: none"> With the increasing complexity of the education environment, regular seminars and workshops were organized to help teachers understand and comply with professional ethics guidelines (including those issued by the Education Bureau and school-based guidelines) as well as the National Security Law of the HKSAR. These measures will be integrated into routine tasks in the next cycle to ensure the safety and rights of teaching staff. (source: KPM-8 data) 	
	Promote Blended Learning and introduce AI-powered tools to enhance teaching and learning effectiveness.	Partly achieved	<ul style="list-style-type: none"> To assist teachers in integrating artificial intelligence (AI) into their daily teaching and administrative tasks, we have arranged training sessions and have also initiated a trial by purchasing AI accounts for teachers. Additionally, teachers who have demonstrated higher proficiency in using AI are invited to share their experiences with colleagues, aiming to achieve mutual enhancement in teaching and learning effectiveness. (source: school development workshop, KPM-4, 5 data) In the next cycle, the school will continue actively exploring suitable AI tools to reduce administrative burdens on teachers, enabling them to focus on teaching and learning. (source: school development workshop, KPM-4, 5 data) Regarding students, apart from using AI within subject learning, we will also emphasize nurturing their ability to utilize AI effectively for planning and execution, thereby enhancing their self-directed learning capabilities. 	

Major Concern and target		Extent of the target achieved, e.g.	Follow-up action(s), e.g.	Remarks
		Fully achieved; Partly achieved; Not achieved	Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	
Target	Support teachers in building work habits and improving policy implementation consistency.	Partly achieved	<ul style="list-style-type: none"> Initiatives such as "Daily Tip" and the use of software (e.g., Kahoot) during staff meetings were introduced. These included interactive quizzes aimed at subtly improving teachers' efficiency and consistency in implementing school policies through engaging activities. These measures will be incorporated into routine tasks for the next cycle. (source: school annual plan and report, KPM-13, 14 and 17 data) To ensure comprehensive growth for the teaching team, personalized growth pathways will be designed for teachers with varying levels of experience. Layered training programs will be introduced to support teachers' professional development. (source: school development workshop, KPM-4, 5 data) Teachers' mental and physical well-being is also a priority. In the next cycle, measures to enhance support for teachers' overall health will be actively considered. (source: school development workshop, EDB document) 	

(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. Enhance students' academic self-efficacy to create a proactive learning atmosphere.
2. Strengthen positive education to promote students' physical, mental, and spiritual health.
3. Optimize professional training for teachers to improve their work effectiveness.

School Development Plan (2025/2026 – 2027/2028)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. Enhance students' academic self-efficacy to create a proactive learning atmosphere	<ul style="list-style-type: none"> Boost students' academic confidence and expectations. Foster a supportive learning atmosphere on campus. Improve students' overall self-learning capabilities. Optimize students' learning habits. Review and refine curriculum objectives and subject operations. Continuously improve the percentage of students achieving 332A-22 or higher in the HKDSE to enhance academic performance. Strengthen the use of e-learning platforms. Establish and develop internationally recognized academic programs. 	✓	✓	<ul style="list-style-type: none"> Implement enhancement and remedial measures for students in Forms 5 and 6 (e.g., Star groups, Early Start programs, Self-study rooms, Extended classes, and make-up lessons) to improve HKDSE performance Design differentiated assignments in phases, optimize homework planning, and enhance feedback speed to foster a better learning climate. Provide training to improve students' pre- and post-lesson study habits, enhancing self-learning ability, learning effectiveness, and generic skills. Strengthen the use of online learning platforms (e.g., Google and Apple apps) and generative AI applications to promote daily usage in related subjects and enhance students' independent learning skills. In addition to the existing SEA Award, we will actively explore other incentive schemes (such as competitive leaderboards) to further enhance the learning atmosphere on campus. Beyond the HKDSE and IGCSE, develop and explore programs like the International Advanced Level (IAL) to provide diverse learning pathways and broaden students' future academic opportunities. 	<ul style="list-style-type: none"> breadth of knowledge language proficiency generic skills information literacy life planning 	

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
					<ul style="list-style-type: none"> • Introduce aerospace courses into STEAM lessons, complemented by regular teacher training activities, to inspire students' interest in STEAM and fully develop their potential. • Reorganize the e-learning platforms across different subjects to allow teachers and students more convenient access to teaching and assessment materials, thereby enhancing the effectiveness of our electronic teaching platforms. 	

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
2. Strengthen positive education to promote students' physical, mental, and spiritual health.	<ul style="list-style-type: none"> Enhance support systems to help students adopt a healthy lifestyle, foster a positive mindset, and build resilience in facing adversity and challenges. Promote professional collaboration and support among teachers, and optimize and adjust the whole-school participation model. Subject departments and committees strengthen positive education through a "multi-pronged approach and organic integration. Strengthen systematic parent education programs to promote home-school collaboration and community engagement, ensuring holistic growth support for students. Foster unity within the school, build stronger connections with the community, and promote positive values to develop students into responsible and compassionate global citizens. 	✓	✓	✓	<ul style="list-style-type: none"> Strengthen career planning goals and systematically implement focused career guidance at all grade levels to help students adopt a proactive mindset toward future development and establish personal interests. Improve values education and Christian spiritual development through morning assemblies, class teacher periods, "Value Voyage" sessions, and subject activities. Optimize class operations to promote mutual learning, build positive interpersonal relationships, and enhance students' self-management skills. Strengthen parent education through initiatives like the G21 Parent Education Page, organizing seminars and workshops, helping parents understand students' growth progress, school learning, and personal development, reducing parenting challenges and improving the understanding and concerns of the parental mental health. Arrange for students to participate in volunteer and community service to cultivate empathy, care for others, and practice Christian values, such as the YMCA motto, "Not to be served, but to serve." 	<ul style="list-style-type: none"> national and global identity generic skills information literacy life planning healthy lifestyle

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
					<ul style="list-style-type: none"> With better collaboration of subjects and committees, organize more activities, such as adventure experiences, workshops, and seminars, to support students' physical, mental, and spiritual development. Continue organizing unique study trips and exchange programs to mainland China and abroad, including interaction with two sister schools in mainland, to broaden students' global perspectives and understanding of development opportunities in the Greater Bay Area and the Belt and Road Initiative. Focus on community and global ESG (Environmental, Social, and Governance) issues by enhancing campus eco-friendly and energy-saving facilities, fostering environmental education, and nurturing students' respect for ecological sustainability. 	

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
3. Optimize professional training for teachers to improve their work effectiveness	<ul style="list-style-type: none"> Establish personalized growth pathways for teachers with different levels of experience to strengthen their sense of belonging to the school. Improve teachers' efficiency and consistency in implementing school policies. Create more opportunities for teachers to reflect and discuss, promoting their physical and mental well-being. Assist teachers in integrating artificial intelligence (AI) into daily teaching and administrative tasks to enhance efficiency and reduce workload. Foster professional collaboration and support among teachers, enhancing job satisfaction and creating a positive school atmosphere. Encourage teachers to engage in continuous learning, develop their interests, and inspire students to explore life. Promote ongoing research on teaching practices to improve teaching effectiveness. 	✓	✓	✓	<ul style="list-style-type: none"> Optimize the school-based Teacher Professional Program (TPP) to help new teachers quickly and effectively master classroom skills. Reorganize the School Executive Committee (SEC) to include more mid-level teachers with potential to take on greater responsibilities in school management, fostering their growth and sense of belonging to the school. Schedule three half-day school days throughout the year, providing teachers with reflection periods in the afternoons. Introduce casual dress days on the last Friday of each month to enhance teachers' enjoyment of their work. Organize growth workshops for mid-level teachers to strengthen their administrative skills and leadership in subject panels. Explore suitable AI tools to assist teachers with tasks such as grading, text editing, and video production to improve efficiency and reduce workload. Conduct research on key teaching strategies, such as enhancing teachers' questioning techniques during lessons to promote student thinking and performance. 	<ul style="list-style-type: none"> national and global identity breadth of knowledge language proficiency generic skills information literacy life planning healthy lifestyle

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
					<ul style="list-style-type: none"> • Better use of electronic data to analyze students' learning performance and adjust teaching strategies accordingly. • Provide training on e-learning tools and applications, encouraging teachers to obtain certifications in e-teaching systems. • Improve the timing and channels for information dissemination to balance teachers' work-life schedules. • Establish an outstanding performance reward program to encourage and recognize teachers' efforts and achievements. 	

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