Law Ting Pong Secondary School

School Development Plan

2025/26 - 2027/28

Law Ting Pong Secondary School

1.. School Vision and Mission

Every Student a STAR
Every Teacher a MENTOR
Every Staff Member a MODEL

Our school aims to bring out the best in our students along the moral, intellectual, physical, social and aesthetic domains so that they can develop into informed and responsible citizens.

2. School Goals

LTPSS is committed to nurturing "Every Student a **STAR**" through a holistic six-year educational journey that emphasizes character development and personal growth. The school's goals are anchored in cultivating four core qualities, **S**elf-management, **T**eachable Spirit, **A**spiration and **R**esilience.

In junior forms, students focus on building effective study habits and time management skills while embracing a mindset open to learning and improvement. As they progress to senior forms, the emphasis shifts to fostering aspirations and community commitment through leadership roles and career planning. Across all levels, students are encouraged to challenge themselves and grow in resilience, supported by themed assemblies and teacher guidance. LTPS strives to create an inclusive and nurturing environment where every student can thrive and shine as a **STAR**.

3. School Motto

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Sincerity Righteousness Contemplation Practice

Sincerity	The more sincere we are in investigating things, the more clearly we comprehend.
Righteousness	'Mencius tells us, "Righteousness is the proper way of life."
Contemplation	Contemplation leads to the understanding of the ways of the world and the laws of nature.
Practice	Practice consolidates our theoretical understanding. It transforms our contemplation into action.

4. Holistic Review of School Performance

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

Major Concern 1:

Raise students' academic achievement through strategic curriculum and assessment design as well as effective teaching and learning activities.

Target	Extent of the target achieved	Follow-up actions	Remarks
1.1 To enhance classroom learning	Partly achieved	• Further reinforcement is required in the implementation of active learning strategies and the development of students' study skills. The use of interactive tools, such as interactive flat panels, should be strengthened.	• The use of interactive flat panels to enhance classroom learning under the QEF project will continue.
1.2 To consolidate and extend students' learning outside classroom	Partly achieved	• While the school and subject-based homework policies have been reviewed periodically, students' varying levels of effort and attitude towards homework have limited the overall impact. • School-level strategies should be further strengthened to enhance the effectiveness of students' homework practices, complemented with subjects' continued efforts to improve homework in terms of both quality and quantity.	• Notable progress has been made in the provision of extended learning programmes. Further enhancement and coordinated efforts among stakeholders are needed to maximize student benefit.
1.3 To refine assessment practices to boost students' confidence in learning	Partly achieved	• Students' self-regulation skills require further development. A more aligned and strengthened approach among teachers is necessary to help students identify learning gaps and take targeted actions for improvement.	---

1.4 To promote STEAM education across school curriculum for development of students' 21st century skills	Mostly achieved	• Most strategies and initiatives have been effectively implemented with satisfactory outcomes. Enhanced collaboration with STEAM-related subjects through professional development and school-based programmes is required. • The 3-tier implementation model for STEAM education has been adopted as a routine practice.	• All success criteria have been met except for the one "Teachers of STEAM-related subjects attend at least one relevant professional training programme."

Major Concern 2:

Raise students' academic achievement through strategic curriculum and assessment design as well as effective teaching and learning activities.

Target	Extent of the target achieved	Follow-up actions	Remarks
2.1 To develop students with positive school life experiences	Partly achieved	• Premising on the class association structure in 22-25 cycle, further strengthen class climate in the cycle in 25-28 • Building upon the provision of more opportunities in extra-curricular activities and pastoral support to students in the cycle in 22-25, further work on the structuring of a leadership development ladder and leadership training for students in the 25-28 cycle. Service learning can be further strengthened.	
2.2 To enable teachers and students to internalize the core values of STAR and EDB's priority values	Partly achieved	• The roadmap of the priority values is developed. • Different channels to promote STAR and priority values are developed. More central coordination can be done to enhance the overall effectiveness of the work and institutionalise programmes and arrangements.	

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?

Over the past three years, students have demonstrated steady progress across the Seven Learning Goals. Their diverse backgrounds continue to enrich the learning environment and foster peer support, contributing to a more inclusive and collaborative school culture.

- Academic performance is generally satisfactory, with an upward trend observed across key stages. While many students show solid progress, performance varies among individuals and subjects, indicating the need for more targeted support to strengthen subject mastery and learning outcomes. Students possess relatively strong English proficiency, which enhances both academic achievement and communication. Confidence in Chinese varies and the school has introduced support measures to reinforce biliterate competencies.
- Junior form students have shown growing confidence in applying generic skills, as reflected by improved Q-Scores in relevant domains of the APASO survey. Students generally display positive learning attitudes and respond well to teacher guidance. However, clarity in learning goals and learning independence differ across forms, which may affect motivation and self-management. The school continues to refine goal-setting strategies and promote self-directed learning to empower students in their academic journey.
- Reading habits among students are diverse. Approximately 40% of students demonstrate strong interest, while others remain less engaged. Cultivating a reading culture remains a priority with ongoing initiatives to broaden exposure to literature and current affairs across subjects and platforms.
- Participation in extra-curricular activities has increased, particularly in areas related to biliterate and trilingual communication, aesthetics and physical development. Students have achieved above-territory median results in inter-school competitions, including STEAM events, the Hong Kong Schools Speech Festival and athletics, demonstrating growing confidence, creativity and teamwork.
- Students exhibit a developing sense of national identity, with a high Q-score of 116 in the APASO survey. They express alignment with the school's core values of Self-management, Teachable Spirit, Aspiration, and Resilience, which contribute to a generally harmonious and inclusive school climate. However, their ability to consistently apply these values, especially in self-management and daily decision-making, is still evolving. Values education has been integrated across the curriculum and school life, but its impact on behaviour and personal accountability varies. Continued efforts to strengthen reflection and application are needed to help students internalize these principles more deeply.
- Global awareness and collaborative responsibility remain areas for further development. Encouragingly, more students are participating in community service, laying the groundwork for broader civic engagement and social contribution.

These developments reflect positive growth in both academic and non-academic domains, forming a strong foundation for strategic planning in the next school development cycle.

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

- The school provides a broad and diversified curriculum that equips students with the knowledge, skills and values essential for whole-person development and lifelong learning. The integration of STAR qualities (Self-management, Teachable Spirit, Aspiration, and Resilience) into curriculum planning and delivery, alongside a strong emphasis on national and values education, has been adopted by the teaching team and embedded across subjects.
- At the junior level, school-based modules such as Spanish, Performing Arts and Innovation Technology nurture students' creativity, literacy and technological abilities. Senior students benefit from a wide range of HKDSE electives, applied learning courses and Other Languages. Enhancement programmes in Creativity, Art and emerging IT fields further support talent development and broaden academic and vocational pathways. Life planning education is delivered progressively, guiding students from goal setting to actualizing their aspirations.
- Active learning strategies and inquiry-based pedagogies have been introduced to promote engagement and higher-order thinking. While adoption varies among teachers, professional development and collaborative planning are in place to support implementation. Early signs are encouraging. The use of interactive digital tools, small group teaching and split-class arrangements helps cater to diverse learning needs. Assessment for learning practices are also used to strengthen students' knowledge, skills and attitudes. Extended learning opportunities including pull-out programmes and external competitions continue to expand, allowing students to stretch their potential.
- The formal curriculum is complemented by a wide range of extra-curricular activities and uniform groups that promote intellectual, physical, aesthetic and leadership development. Experiential learning is enriched through visits to the mainland and overseas, as well as the Experiential Learning Week. With strengthened community partnerships, student participation in life-wide learning programmes has grown, with positive outcomes evident in both performance and personal reflections.
- Committees focused on values and national education, discipline, counselling and SEN support work collaboratively to nurture students' personal growth. Weekly assemblies reinforce core values and individualized support programmes address students' emotional and developmental needs. Parents have expressed strong appreciation for the school's efforts, as reflected in stakeholder survey results. To further enhance class cohesion and belonging, greater engagement from class teachers is being encouraged. Continued modelling and reinforcement of values remain essential to ensure they are internalized and shared among students.

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

- The school's continuous improvement is guided by the strong and dedicated leadership of the principal, in close partnership with the Incorporated Management Committee and senior management. Strategic development is supported by a network of committees that work collaboratively to advance the school's major concerns and long-term goals. Communication and coordination across teams remain effective, with ongoing efforts to deepen synergy, especially as the school adapts to recent staff transitions.
- School procedures and mechanisms are regularly reviewed to ensure alignment with the school's vision, mission, students' aspirations and evolving educational trends. The school remains responsive to curriculum innovations and policy directions, striving to maintain high

standards in educational provision and student support.

- Departments and committees are at varying stages in adopting the Planning–Implementation–Evaluation cycle. While some have made commendable progress, others are building capacity to embed reflective practices more consistently. A reflective culture is being cultivated through both qualitative and quantitative improvement measures, including stakeholder feedback, data analysis and professional dialogue.
- Teacher capacity is being progressively strengthened through professional development programmes aligned with curriculum priorities and school goals. As the school welcomes new members to the teaching team, professional learning is tailored to support smooth integration and consistent growth. Professional sharing within and across subject teams is increasingly practised. The school remains committed to investing sustained support to deepen reflective teaching and ensure pedagogical growth across departments.
- Despite the challenges posed by staffing changes, the school continues to lead its development with resilience and vision. Improvement efforts remain focused on enhancing students' whole-person development and lifelong learning, supported by a culture of collaboration, adaptability, and shared purpose.

c. How Can My School Be Better

◆ What are my students' needs?

Based on the evaluation of students' performance across the Seven Learning Goals, the following developmental needs have been identified to guide future planning:

- Students' academic performance is generally satisfactory, with signs of steady improvement. However, subject mastery varies across forms and disciplines, indicating a need for more targeted support and consistent expectations to deepen learning and raise achievement levels.
- While students demonstrate relatively strong English proficiency, there remains a need to enhance their confidence and proficiency in Chinese.
- Students show positive learning attitudes, but clarity in learning goals and independence vary across forms. Strengthening goal-setting and promoting self-directed learning will help students take greater ownership of their academic journey.
- Reading habits remain uneven, with a significant proportion of students showing limited interest. Cultivating a stronger reading culture and encouraging intellectual curiosity are essential to support lifelong learning and broaden students' perspectives beyond the classroom.
- Students express alignment with the school's core values and demonstrate a growing sense of national identity. Continued reinforcement is needed to help translate these values into consistent self-management and responsible behaviour.
- Participation in extra-curricular activities has increased, with notable achievements in STEAM, aesthetics and physical development. Sustained support will nurture individual strengths and promote balanced growth.
- Emotional, social, and physical wellbeing varies across student groups. Additional support and efforts to strengthen class cohesion will help foster a safe and inclusive environment.
- Students are beginning to develop a global perspective and interest in civic engagement. More structured opportunities for global learning, intercultural exchange and community service will support this growth.

These developmental needs will inform the school's strategic priorities and resource planning, ensuring students are supported holistically in their whole-person development and lifelong learning.

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

- The school's capacity for ongoing development is anchored in strong leadership, collaborative structures and a shared commitment to student growth. The principal, together with the IMC and senior management, provides clear strategic direction and ensures alignment with the school's vision, mission, and major concerns. Committees work in concert to implement initiatives, though coherence across teams is still evolving due to recent staff redeployment and personnel changes.
- Structured planning frameworks are regularly reviewed to respond to students' evolving needs and educational trends. The practice of School

Self-Evaluation is increasingly adopted. While departments vary in their pace of implementing the Planning–Implementation–Evaluation cycle, the school continues to build capacity for reflective practice through both qualitative and quantitative measures.

- Teacher capacity is gradually strengthening through professional development programmes aligned with curriculum priorities and school goals. As the school welcomes new teachers, professional sharing and collaboration are actively encouraged. While consistency across departments is still developing, efforts to build stronger consensus, particularly in adopting active learning and inquiry-based pedagogies, are underway to enhance teaching effectiveness and innovation.
- Parents are generally supportive of the school's direction, as reflected in stakeholder survey results. The school has effectively leveraged community resources to enrich student learning experiences.
- With a clear vision, committed leadership and growing professional capacity, the school is well-positioned to deepen its culture of continuous improvement and enhance the effectiveness of learning and teaching in the next development cycle.

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

Based on the analysis of students' developmental needs and the school's capacity for continuous improvement, the following key areas have been identified to guide future planning. These priorities aim to consolidate progress made in the previous cycle while addressing emerging challenges and opportunities:

- Enhancing students' academic performance and learning effectiveness: Strengthen support across key stages to improve subject mastery and raise achievement levels. School-based strategies will be adopted to address learner diversity and promote more effective learning and teaching.
- Promoting active learning and pedagogical improvement: Deepen the implementation of active learning strategies to enhance student engagement and application of generic skills. Support teachers in refining classroom practices through professional development and collaborative planning.
- Fostering self-directed learning and goal setting: Empower students to take greater ownership of their learning by promoting goal-setting, reflection and independent study habits.
- Strengthening Reading across the Curriculum: Promote a reading culture across subjects to cultivate intellectual curiosity, broaden students' horizons and reinforce lifelong learning habits.
- Nurturing values education and self-management: Reinforce the integration of STAR qualities (Self-management, Teachable Spirit, Aspiration, and Resilience) across the curriculum and school life. Provide more opportunities for reflection and application to help students internalize positive values and develop responsible behaviours.
- Expanding wellness and emotional support: Strengthen emotional, social and physical wellbeing through whole-school wellness initiatives, targeted support and enhanced class climate building.

- Broadening global outlook and civic responsibility: Provide more structured opportunities for global learning, intercultural exchange and community service to deepen students' understanding of social issues and collaborative responsibility.
- Optimizing professional capacity and team coherence: Continue to build teacher capacity through professional development aligned with school goals. Strengthen collaboration across departments and support new staff integration to promote consistency and innovation in pedagogical practices.

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

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

1. To nurture students into effective, active learners by promoting active learning, self-directed learning and Reading across the Curriculum
2. To strengthen students' whole person development by fostering wellbeing, leadership and future-ready competencies

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

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		25/26	26/27	27/28		
1. To nurture students into effective, active learners by promoting active learning, self-directed learning and Reading across the Curriculum	1.1 To enhance effective, active learning inside and outside the classroom	√	√	√	• Implement active learning methodologies tailored to the characteristics and requirements of individual subjects	• National and Global Identity • Breadth of Knowledge • Language Proficiency • Generic Skills • Information Literacy
		√	√	√	• Optimize homework tasks and practices to ensure purposeful consolidation and meaningful extension of classroom learning	
		√	√	√	• Promote student engagement in extended learning programmes	
		√	√	√	• Provide targeted professional development workshops and sharing sessions to empower teachers with practical strategies for active learning	
			√	√	• Broadens active learning strategy to encompass digital/AI pedagogy and IFP infrastructure	
			√	√	• Incorporates adaptive digital/AI homework practice into strategic homework design	
			√	√	• Empower teachers in AI-supported digital pedagogy through professional development	

	1.2 To develop students' self-directed learning habits, skills and attitudes	√ √ √ √ √ √	√ √ √ √ √ √	√ √ √ √ √ √	• Enhance students' academic responsibility and self-regulation in junior forms through structured routines and planning support • Provide foundational study skills training and practices for junior form students • Strengthen skill consolidation by assigning self-directed learning tasks that promote exploration, higher-order thinking and learner ownership, and embedding teacher-led conferencing and feedback • Empower teachers to act as facilitators by designing meaningful self-directed learning experiences, offering scaffolding where necessary and fostering inquiry-based approaches • Implement a self-directed learning award scheme during long holidays • Recognize and celebrate students' effort and quality work in self-directed learning • Establish school-wide ethical AI guidelines across assignments and self-directed learning tasks to foster responsible AI use and higher-order inquiry	• National and Global Identity • Breadth of Knowledge • Language Proficiency • Generic Skills • Information Literacy
	1.3 To foster Reading across the Curriculum	√ √ √ √ √	√ √ √ √ √	√ √ √ √ √	• Embed subject-based reading tasks that develop students' subject-specific reading skills and content understanding • Optimize morning reading periods by integrating diverse thematic texts followed by creative and reflective response activities • Promote reading through e-reading platforms • Organize thematic book displays that highlight subject-relevant titles, fostering interest and cross-disciplinary reading • Enrich library activities to cultivate a vibrant reading environment • Implement an extensive reading award scheme	• Breadth of Knowledge • Language Proficiency • Generic Skills • Information Literacy

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		25/26	26/27	27/28		
2. To strengthen students' whole-person development by fostering wellbeing, leadership, and future-ready competencies	2.1 To enhance the wellness of students through diversified learning experiences	√ √ √	√ √ √	√ √ √	Enhancing students' mental wellness through • joining the Mental Health@School 4Rs Mental Health Charter to promote the 4R model (Rest, Relationship, Relaxation, Resilience) • enhancing the culture of class climate building • fostering peer relationships through groups offered by social workers	• Healthy Lifestyle
		√	√	√	Strengthening students' physical and aesthetic wellness through • promoting one-star-one-show campaigns via martial arts, sports day, singing contest, etc.	• Healthy Lifestyle
		√ √	√ √	√ √	Fostering students' social wellness through • enhancing class climate building through support from staff development programme and external agencies • developing family education programme	• Information Literacy • Healthy Lifestyle
		√ √	√ √	√ √	Encouraging students to search for meaning of life through engagement and exploration • broadening student horizons through Experiential Learning Week and excursions • Careers and Life planning and exploration	• Healthy Lifestyle • National and Global Identity • Breadth of Knowledge • Life Planning

	2.2 To cultivate national identity and positive values promoted by EDB and our school	√ √	√	√	Incorporating national identity and values education through • developing a roadmap of priority values foci for implementation • infusing the priority values in extra-curricular activities and/or non-academic areas	• National and Global Identity • Generic Skills • Life Planning
		√ √	√ √	√ √	Appreciating the recent development of Mainland China and developing students' national identity through • Experiential Learning Week and excursions • Sister School Project and exchange	• National and Global Identity • Breadth of Knowledge
		√ √ √ √	√ √ √ √	√ √ √	Enhancing LTPSS school spirit through • promoting school motto and STAR values • promoting multi-culture unity and harmony within our school community • strengthening student leadership development • carrying out a school website face-lifting project	• National and Global Identity • Generic Skills • Life Planning
	2.3 To nurture future citizens with good awareness of rule and law-abidingness	√ √ √	√ √ √	√ √ √	Improving students' self-management and awareness of rule and law-abidingness through • more explicit education of rules and laws • promoting students' regular reflection on their observation of the school rules and behaviours • enhancing students' incentives for positive behaviours	• National and Global Identity • Breadth of knowledge • Generic Skills
		√	√	√	Helping students apply their understanding of rule and law-abidingness through • inside and outside school events	• National and Global Identity • Generic Skills