

Ying Wa Girls' School
School Development Plan

2026-2029

Ying Wa Girls' School

1. School Vision and Mission

Founded by the former London Missionary Society, the School aims to provide students with quality education built on Christian values and to foster the character and confidence in students to contribute to society and the world.

2. School Goals

- To inspire and guide students through the integration of Christian values
- To build a school community in which both staff and students learn to respect, trust, care and cooperate among both staff and students
- To enable students to realize their intellectual potential fully, think critically, study independently and communicate effectively
- To equip students with knowledge and skills in technology for the rapidly evolving landscape of the world
- To broaden students' cultural awareness and nurture an appreciation for the arts and aesthetics
- To foster holistic well-being of students, supporting their physical and mental health
- To cultivate in students a sense of responsibility and commitment of school, family, society, nation and the wider world

3. School Motto

Time is precious, treasure every minute

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2025/26

Major Concern and target	Extent of the target achieved, e.g.	Follow-up action(s), e.g.
Major Concern 1: Enlighten Target(s): To explore new learning opportunities for students	1. Fully achieved with the introduction of a new DSE subject, Tourism and Hospitality Studies (THS) (with full implementation from 2023-2026) and the implementation of CES from S1 to S2. 2. Fully achieved with the STEAM development concerning the enrichment programs including the transformation from STEM Lab to STEAM Makerspace and collaboration across STEAM and different KLAs. 3. Partly achieved with core subjects' news space and opportunities. 4. Partly achieved with more collaboration across subjects.	1. Incorporated as routine work for the continuation of THS and seeking opportunities for more field work to arouse students' interests as well as extending CES according to the EDB requirements. 2. To continue to be a major concern for the next development cycle with adjusted targets on STEAM development, core subjects' new opportunities and cross-curricular development. 3. To set up "Cross-curricular Committee" to liaise with different departments for more collaboration across subjects.
Major Concern 2: Empower Target(s): To facilitate teachers and students to excel	1. Partly achieved with more professional staff training and staff development programs on AI. 2. Fully achieved with the implementation with dual class teacher system in order to develop a healthy body and mind for students and teachers, as well as pull-out curriculum for NCS. 3. Partly achieved as the mental health and wellness programs organized by the school, EDB, and NGOs effectively equipped students and teachers with stress management techniques and resilience strategies, significantly empowering their inner strength. However, further efforts are needed to enhance students' social skills. 4. Fully achieved as the Parents Academy successfully engaged parents in sessions focused on personal growth and self-care,	1. AI development will be put as a major concern with the resources provided by the EDB. 2. Dual class teacher system and pull-out curriculum for NCS will be put as routine work. 3. Continue prioritizing school-wide participation to enhance physical and mental well-being as well as social skills of students but also their social skills, ensuring a holistic approach to student development. 4. Maintaining the Parent Academy programs will be crucial in fostering a supportive community. This continued engagement will

	improving their physical, mental, and spiritual health. These programs enabled parents to reflect on their family roles, leading to improved family dynamics and a more harmonious environment.	have a positive and lasting impact on our students' growth and well-being.
Major Concern 3: Embrace Target(s): To understand one self, the school, the surrounding, the society, the nation and the globe	1. Partly achieved with student better awareness of emotional and mental health, and more readiness to take risk in expressing oneself e.g. sharing opinion/beliefs /asking questions in assembly or showing talents on stage. It shows that they are more ready to embrace failure. 2. More students have participated in sharing school heritage with guests and showed better understanding of the core values of the community. 3. Besides, students are more aware of the cultural diversity and importance of building an inclusive community.	1. More efforts should be made in enhancement their capacity in handling anxiety, e.g. building of healthy life-style and resilience. 2. Building a higher platform (e.g. MUN) to enhance students' global perspectives. 3. Incorporate sustainability education into the curriculum to enhance the identity of global citizenship.
Major Concern 4: Engage Target(s): To transform to be better learners	1. Fully achieved for the implementation of Sister School Scheme with three schools in mainland China developed with linkages. 2. Fully achieved for the outbound trips across different disciplines. 3. Partly achieved for BYOD (Bring your own device) with the implementation from S3 to S6 only and e-resources.	1. Sister School Scheme will be further put into a major concern and to be incorporated into the newly renamed "National and Civic Education Committee". 2. Outbound trips will be put into a major concern with a new framework for resource allocation. 3. BYOD policy will be further explored and put into a major concern.

b. Self-evaluation

- 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?

  The school places significant emphasis on fostering a strong national and global identity among students. Academically and intellectually (PI 4.2), students demonstrate a deepened awareness of their national identity through proactive research and sharing across various platforms, particularly during celebrations for National Day and the establishment of the HKSAR. Affectively (PI 7.1), this deepened connection translates into more engaged and respectful participation in the singing of the national anthem during flag-raising ceremonies. To further consolidate these values, the school has implemented strategic actions, including sister-school exchange programs featuring debate and table-tennis activities, alongside the immersive and successful events of Chinese Culture Week and Global Week.

  In pursuit of broadening students' knowledge base and enhancing their language skills, the school has observed highly commendable learning performance (PI 4.2). A vast majority of students demonstrate fluency in English, Cantonese, and Putonghua across various subjects, effectively utilizing these languages to host whole-school assemblies, make public announcements, and articulate insightful comments or questions during guest talks. In terms of affective development (PI 7.1), students exhibit growing confidence in public speaking. This is evident in their composed Cantonese speeches following national flag-raising ceremonies, their active participation in the newly established Chinese debate team, and their articulate cross-curricular presentations, such as those showcased in the S2 STEAM competition.

  To cultivate information literacy and advanced cognitive skills, the school empowers students to apply critical thinking to real-world issues. Reflecting strong learning performance (PI 4.2), students have successfully demonstrated their capabilities in defining problems, analyzing data, deriving pragmatic solutions, and advocating for actionable steps toward reducing solid waste on campus. Furthermore, their affective development (PI 7.1) is highlighted by a heightened awareness of digital citizenship; students displayed a strong sense of responsibility regarding their social media conduct and commentary during the Interhouse Election. To support this growth, the Ego Amigo team and teaching staff actively shared observations and provided timely, constructive feedback to guide students in navigating digital spaces during the election period.

  Promoting values education and a healthy lifestyle remains a cornerstone of our educational approach. Students continually showcase excellent learning performance (PI 4.2) through their robust participation and outstanding achievements across various sports teams. Beyond physical prowess, their affective development (PI 7.1) shines brightly during competitive sports, where teammates consistently demonstrate remarkable emotional resilience, positive thinking, and unwavering peer support. To bolster holistic well-being, the school has proactively introduced

technological integration, utilizing specific apps to incentivize daily physical activities, and organized a highly impactful Wellness Week that included innovative initiatives like animal therapy to nurture students' mental health.

The school is dedicated to instilling a lifelong habit of independent and self-directed learning. Our students' exceptional learning performance (PI 4.2) is unequivocally evidenced by their stellar academic results, most notably yielding two "super scorers" in the HKDSE examinations (2024 and 2026). On an affective level (PI 7.1), a pervasive culture of ambition is evident, with students actively taking the initiative to search for knowledge beyond the curriculum and consistently aiming for the highest academic achievements. Looking ahead, the school is taking definitive actions to cultivate an even richer intellectual atmosphere, with comprehensive plans to deepen student engagement in reading and to integrate AI education as tools to further catalyze self-directed learning.

In addressing the critical goal of life planning, the school ensures that students are well-prepared for their future academic and career endeavors. To track and enhance learning performance (PI 4.2), students systematically update their Student Learning Profiles annually, complemented by rigorous self-evaluations conducted at pivotal junctures in Secondary 3 and Secondary 6. Affectively (PI 7.1), students navigate their JUPAS selections with high self-confidence and exhibit a mature openness to a diverse array of post-secondary educational pathways. To systematically support this transition, the school has enacted robust actions, including a comprehensive mentorship scheme and personalized, one-on-one guidance sessions led by dedicated Careers Teachers.

Finally, the school passionately cultivates arts, sports, and aesthetic appreciation to ensure a well-rounded educational experience. Students' learning performance (PI 4.2) in this domain is brilliantly showcased through their high-quality musical performances. Their affective development (PI 7.1) is equally impressive, characterized by a proactive spirit; students frequently take the initiative to establish new sports teams and interest groups, such as the newly formed football team and a crochet workshop designed to foster healthy stress-management habits. To sustain this vibrant culture, school actions actively support these endeavors through initiatives like ITQ, spirited inter-class sports competitions, and the production of whole-school musicals, all of which cement students' appreciation for aesthetics and teamwork.

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

At the leadership level, the School Executive Committee plays a pivotal role by holding regular meetings to deliberate on overarching policies and management matters. This committee serves as a vital bridge, making recommendations and conveying the suggestions and views of the staff to the Principal and, when necessary, to the IMC. Furthermore, it actively promotes coordination and mutual understanding among various school

committees, identifies areas requiring strengthening, and sets strategic priorities for future development. The committee is also responsible for proposing matters of significant importance or general interest for wider discussion, alongside managing administrative duties such as reviewing applications for the Staff Exposure Fund.

To ensure transparency and collective ownership, the consultations and tentative decisions formulated within the School Executive Committee are subsequently brought to Full Staff Meetings, where they are thoroughly discussed to reach a whole-school consensus. Alignment across the institution is further reinforced through Middle Management Meetings, which gather subject panel heads and committee leaders to align their objectives with the school's major focus for the academic year. Guided by this collaborative and reflective framework, all departments and committees follow the PIEP (Planning, Implementation, Evaluation, and Planning) cycle, ensuring that their annual action plans are directly informed by the critical evaluation of the previous years' outcomes.

Beyond the internal organizational structure, the school deeply values the active contribution and engagement of its broader stakeholders. Strong bonds and clear communication with the Alumnae Association are sustained through regular meetings and hallmark annual events, including the Thanksgiving Sponsored Walk, the Founder’s Day service, and the Annual General Meeting and gathering. Similarly, the Parent-Teacher Association (PTA) serves as a robust communication bridge between the school and families. With over forty activities organized each year by the PTA and Parents Academy, the school nurtures a strong network of parental support. Crucially, parents are empowered with a formal voice in school governance through the active involvement of Parent Managers in the Incorporated Management Committee (IMC).

c. How Can My School Be Better

- What are my students' needs?

As we continuously strive to foster a nurturing, dynamic, and effective learning environment, it is vital to identify and address the shifting needs of our student body. Recent observations and data highlight three interconnected areas where our students require targeted support and strategic intervention: academic self-perception, the enhancement of reading and digital literacy, and a holistic lifestyle balance.

First, we must focus on cultivating academic confidence and motivation among our students. Currently, a noticeable gap in student confidence has increasingly rippled into daily academic performance, as a lack of self-belief directly hinders overall learning motivation. When faced with academic setbacks, students are more likely to experience early frustration and demonstrate a lack of perseverance. To counter this trend, there is an urgent need to actively promote a positive academic self-image. We can achieve this by shifting our educational culture to intentionally celebrate student progress, incremental success, and resilience, rather than focusing solely on high-stakes outcomes.

Second, enhancing our literacy culture and digital competency is essential for preparing students to thrive in the modern world. To succeed today, students must balance core cognitive skills with contemporary digital literacy; however, current trends show a decline in traditional reading habits alongside superficial technology use. Cultivating a renewed interest in reading is critical, as re-establishing a strong reading habit will positively impact our students' language capacity, vocabulary, and critical thinking skills. Furthermore, while our students are highly tech-exposed, they often lack functional mastery. They require structured guidance to transform from passive content consumers into proficient, productive users of technology for research and problem-solving.

Finally, promoting holistic well-being and a balanced lifestyle is crucial, as sustainable academic growth cannot occur without physical and emotional health. We need to implement innovative ways to re-engage students in physical development, as boosting their enthusiasm for regular movement will directly improve their energy levels, focus, and overall physical health. Concurrently, mental health remains a primary concern for our administration. We must proactively address student stress and anxiety, ensuring that we equip our students with the vital coping mechanisms necessary to navigate both academic and social pressures successfully.

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

  In the academic domain, while students consistently demonstrate a positive learning attitude and solid performance, they frequently lack confidence in their own abilities. They would greatly benefit from targeted efforts to build their self-assurance. To address this, there is a clear need to create more platforms that empower students to take ownership of their successes and prominently showcase their talents. Furthermore, gifted education is an identified area for expansion. The school must also actively integrate emerging educational trends into the campus environment to fully equip students with essential 21st-century values, attitudes, skills, and knowledge.

  Student Support Regarding student support, the school's harmonious and inclusive culture can be further strengthened to effectively cater to an increasingly diverse student demographic. Recognizing the growing demand for assistance within the student body, prioritizing the physical and mental well-being of our students remains a primary focus of our development. Additionally, parent education initiatives should be enhanced to empower the nuclear family unit, thereby consolidating a strong, holistic foundation of support for our students both at school and at home.

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

  To bolster students' overall learning capabilities and self-confidence, the school is committed to strengthening and personalizing the educational experience. This vision will be driven by the establishment of six specialized committees: the National and Civic Education Committee, Sustainable Education Committee, Reading Development Committee, Global Education Committee, Cross-Curricular Committee, and Digital Education Committee. These dedicated bodies will be responsible for formulating comprehensive whole-school policies designed to immerse students in the specialized knowledge of these critical 21st-century fields. By providing platforms for exploration and self-directed learning, the school will empower students to take profound ownership of their unique talents and academic journeys, ensuring that every individual is equipped to thrive and reach their full potential.

  Fostering Holistic Well-being and Harmonious Relationships Concurrently, the school will prioritize the cultivation of a harmonious, inclusive, and healthy campus environment. This nurturing atmosphere is intentionally designed to help students develop positive peer interactions and strengthen familial bonds, all grounded in sound, healthy values. Recognizing the growing diverse needs of our student body, a paramount emphasis will be placed on holistic well-being. Through the strategic implementation of targeted wellness programs, supportive pastoral frameworks, and mindful daily routines, the school will proactively support and improve students' physical and mental health, building a resilient and deeply supportive school community.

5. Major Concerns of the 2026/27 – 2028/29 School Development Cycle

1. To enhance learning through building confidence and ownership
2. To cultivate a nurturing and inclusive educational environment for students' development

School Development Plan (2026/27 – 2028/29)

Shine with Confidence. Thrive in Love.

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. To enhance learning through building confidence and ownership	• **To empower students to strive for excellence**	✓	✓		• To cultivate students' ownership of learning and nurture a positive, growth-oriented mindset toward various approaches	Breadth of Knowledge Language Proficiency Generic Skills
		✓			• To utilize current platforms that enable students to effectively showcase their learning progress, strengthen engagement, and elevate ownership of outcomes	
				✓	• To strengthen the school environment and strategic culture by fostering active learning and broad participation	
			✓	✓	• To strategically encourage and guide students to develop inquiry-led questions, thereby deepening engagement with the curriculum content	
			✓	✓	• To promote collaborative learning through a strategic blend of diverse structures — flexible grouping, online forums, Think-Pair-Share, structured in-class discussions, group presentations etc	

	• **To engage students in personalizing their learning journey**	✓	✓	✓	• To nurture students' sense of national identity, confidence and leadership by expanding targeted civic events, developing strategies and exploring sister school linkages	National Identity and Global Perspectives Digital Literacy Healthy Lifestyle Life Planning
		✓	✓	✓	• To empower students to thrive as confident and informed global citizens through active engagement with diverse cultures and world affairs	
		✓	✓	✓	• To foster student-directed independent learning by strategically piloting generative AI applications, supported by advanced synthesis tools and pedagogy to enhance student ownership	
		✓	✓	✓	• To ignite a lifelong love of reading and cultivate critical thinkers through exposure to varied texts, diverse modalities, and interactive learning experiences	
		✓	✓	✓	• To foster students' awareness of sustainability through campus green initiatives and diverse learning opportunities	
		✓	✓	✓	• To foster the collaborations among disciplines to enhance integration of knowledge	
	• **To help students embrace giftedness and diversity**		✓	✓	• To strategically refine assessment formats to better accommodate learner diversity and ensure fairness, accessibility, and validity for students	National Identity and Global

			✓	✓	• To strengthen the talent identification and selection mechanism for external activities and competitions, ensuring fair, transparent, and clearly-criteria-based pathways for high-potential students	Perspectives Life Planning Breadth of Knowledge Language Proficiency Generic Skills

2. To cultivate a nurturing and inclusive educational environment for students' development	• **To enhance mental health and well-being**	✓	✓	✓	• Regularly share comprehensive health information and updates from EDB and the Department of Health with students, staff and parents • Encourage participation across the school community to enhance physical and mental well-being • Conduct workshops for teachers and parents to build their capacity in identifying and supporting students with emotional needs • Explore and implement AI-powered applications to create personalized exercise programs aims to motivate students, staff and parents to maintain an active lifestyle, utilizing innovative technology • Encourage departments and committees to incorporate health-related subjects and initiatives within the curriculum • Join the EDB and Department of Health's School-based Support Scheme to access additional resources and support	Healthy Lifestyle Generic Skills

	• **To cultivate a sense of identity, inclusivity and cultural diversity**	✓	✓	✓	• Enhance students' self-understanding and global perspectives through ECA / Committees' programmes • Promote engagement of students in mainland and overseas tours • Cultivate inclusive school culture and promote mutual respect for individual differences	National Identity and Global Perspectives Healthy Lifestyle
	• **To strengthen family and community engagement**	✓	✓	✓	• Foster a supportive community by partnering with parents and community stakeholders • Sustain the Parent Academy programmes with the support of Parent-Teacher Association • Engage "Parent Ambassadors" in school events to share their roles and experiences in family dynamics	Healthy Lifestyle Life Planning Generic Skills Breadth of Knowledge

*delete where inappropriate