COGNITIO COLLEGE (KOWLOON)

文理書院（九龍）

SCHOOL DEVELOPMENT PLAN

2026-2029

1. Vision and Mission

School Motto

Study Extensively, Inquire Accurately, Deliberate Carefully, Discern Clearly, Practise Earnestly

Vision

We aim to be a school which continually strives for excellence as well as self-improvement, and nurtures able, knowledgeable, caring and responsible young people.

Mission

We will endeavour to provide whole-person education with a balanced emphasis on moral, intellectual, physical, social, and aesthetic development, to help our students to achieve their full potential and to instil in them a commitment to serve our country and society.

Overview of School Development (2023-2026)

During the 2023–2026 School Development cycle, Cognitio College (Kowloon) demonstrated significant growth across self-directed learning, 21st-century competence, and positive values education. Under Major Concern 1, academic routines were systematically strengthened as pre-lesson task completion reached 88%, note-taking hit 91%, and note organization reached 80% through guided post-lesson tasks. Digital learning was fully institutionalized via Google Classrooms with over 89% student engagement alongside teacher-led AI pedagogy, while LaC and DEAR reading programmes enhanced academic literacy for 90% of students. Authentic generic skills were further reinforced through community-anchored projects, notably the KaiTak@KowloonCity Study Centre (啟城學堂) opened in November 2025. Under Major Concern 2, life-wide learning and cross-border tours elevated National Identity APASO Q-scores to a top-tier 116 (top 15% territory-wide), while international study tours expanded global horizons to Kazakhstan, Brisbane, and Leeds. Advanced STEAM initiatives yielded major international accolades in Tunisia, Princeton University, and Luxembourg. Concurrently, life-planning initiatives, including the GBA Career Exploration Tour, enabled 96% of students to enhance self-understanding and goal setting. Under Major Concern 3, moral education boosted APASO Morality and Honesty Q-scores to 116 (securing EDB's top-10 Annual Award for Schools in Promoting Chinese History and Chinese Culture for 6 consecutive years); while campus wellness programmes lifted Positive Affect Q-scores to 107. Physical fitness measures improved via activities like MVPA60 challenges, and home-school partnerships sustained high parent satisfaction ratings of 4.0–4.2 out of 5.0.

2. Holistic Review of School Performance

2.1 Effectiveness of the School Development Plan in the cycle of 2023-2026

Major Concern and target	Extent of the target achieved	Achievement / Attainment of Student Learning	Reflection for Follow-ups
Major Concern 1: To nurture students to be responsible learners, paving their way towards self-directed learning			
1.1 Developing in students good study habits for effective learning both inside and outside the classroom	Partly Achieved	• Over the 3-year cycle, academic routines were systematically strengthened as pre-lesson task completion rose to 88% and note-taking reached 91%, with 92% of students utilizing notes for revision. Note organization surged to 80% through guided post-lesson tasks—including graphic organizers and summary diagrams—embedded across 80% of observed lessons in 2025–26. • Concurrently, e-learning was fully institutionalized via school-wide Google Classrooms (with over 89% student engagement in digital resources), expanding into teacher-led AI pedagogy that delivered interactive feedback and structured self-regulated learning activities.	• Junior students show high task completion (3.8/4) and top-tier school satisfaction (APASO 116), though teacher ratings of student learning confidence (3.0/4) lag behind student self-confidence (3.5/4). Leveraging high e-learning engagement (>89%), the school will institutionalize QSIP-guided assessment literacy across subject panels and advance the 2026–2029 SDP by deploying ethical AI guidelines and KLA prompt-engineering to transition digital usage from passive entertainment toward self-regulated, AI-assisted learning. • While junior initiatives (DEAR, LaC) successfully boosted S1–S3 reading habits (APASO 103), teacher perception of overall reading interest remains stagnant at 2.9/4 for three consecutive years, with senior leisure reading dropping sharply (S4–S6 APASO 85) under academic pressure. To counter this, the school is revamping senior
1.2 Equipping students with the necessary generic skills for applications in authentic contexts	Completely Achieved	• Cross-curricular project-based learning transitioned from subject-level tasks (e.g., meal design, climate change) into authentic, community-anchored learning initiatives, marked by the opening of the KaiTak@KowloonCity Study Centre (啓城學堂) in November 2025. Through interdisciplinary projects (e.g. Chinese Culture Day 中華文化日, 國潮解碼, the S2 Environmental Packaging Design, the MTR STEM Challenge), students systematically applied and reinforced core generic skills within real-world problem-solving contexts.	
1.3 Fostering a language-rich environment to enhance students' proficiency in both Chinese and English across the curriculum	Partly Achieved	• To build solid academic literacy, Language across the Curriculum (LaC) timetabled lessons for S1–S2 and Pre-S1/Pre-S4 bridging courses were systematically implemented. Concurrently, a language-rich learning environment was fostered through the Drop-Everything-and-Read (DEAR) programme (4 sessions per cycle) integrated with digital reading platforms (English Builder, 篇篇流螢). Internal evaluations demonstrated strong outcomes, with 90% of students agreeing that cross-curricular reading significantly improved their subject language capabilities.	
1.4 Enhancing learning and teaching effectiveness through alignment	Partly achieved	• Assessment literacy and alignment were fortified through standardized panel examination blueprints regulating question difficulty distribution, while diagnostic marker reports and assessment data analysis were embedded across panels to inform curriculum adjustments. • Supported by the Quality School Improvement Project (QSIP) of CUHK,	

with appropriate assessment measures		teachers and panel heads engaged in professional development focused on note-taking pedagogy, assessment alignment, lesson observation, and assignment inspection.	reading strategies by embedding structured oral presentation platforms into morning assemblies, hall assemblies, and Learning Celebrations.
Major Concern 2: To unleash students' potentials in meeting future challenges, while enjoying strong support of the Motherland and being closely connected to the world			
2.1 Advancing students' competencies and leadership qualities to thrive in the 21st century through the provision of sufficient life-wide learning as well as other learning experiences	Substantially Achieved	• Life-wide learning experiences were systematically broadened to advance students' 21st-century competencies and leadership qualities through authentic platforms, including the ICAC iTeens Leadership Programme, Y-DRAGON Scheme, Rotary Mock Court & Mediation Programme, and student-led leadership during major school functions. Student agency was further demonstrated by the Joyful Ambassadors, 98% of whom agreed that completing the Open Up Student Gatekeeper Training enhanced their interpersonal and collaboration skills to successfully run campus initiatives like Chill Hub. These experiential learning opportunities yielded verified growth: stakeholder satisfaction for leadership development reached up to 4.0/4, APASO Q-scores for National Identity attained 116 (top 15% in Hong Kong).	• Capitalizing on top-tier APASO National Identity Q-scores (116) and strong parent satisfaction (4.0/4), the school will cultivate student stewardship through a scaffolded outreach continuum—advancing from campus leadership to Kai Tak and Kowloon City community service, territory-wide heritage initiatives, and Mainland cross-border exchanges—to solidify national identity, traditional Chinese virtues, and civic dedication. • To maximize Innovation & Technology potential, the school will establish a structured STEAM research pathway leveraging AI, IoT, and partnerships with startups and research institutions. Students will progress from local inquiry platforms to national contests across Mainland China and international expos, cultivating an enduring peer-mentorship ecosystem for future innovators. • To broaden global horizons while grounding national
2.2 Assisting the students to set and realize their learning goals through aspirational life-planning programmes and self-reflection	Substantially Achieved	• Form-specific life-planning interventions were systematically structured to guide students in setting and realizing career goals. Through targeted initiatives (e.g. Finding Your Colours of Life, career mapping, JUPAS personal statement drafting, the Greater Bay Area (GBA) Career Exploration Tour, and industry programs (e.g. the Cyberport Startup Internship and International Culinary Institute visit) students gained authentic exposure to various pathways. The initiatives demonstrated high efficacy: 96% of students reported enhanced self-understanding and goal-setting capabilities, 94% affirmed that experiential activities widened their perspective on the world of work and tertiary education, and 98% of senior students agreed that JUPAS reflection exercises clarified their personal strengths and career aspirations.	
2.3 Optimizing conditions for students to integrate and apply STEAM and Digital Education related knowledge	Substantially Achieved	• Cross-disciplinary STEAM education was systematically strengthened to enhance students' real-world problem-solving capabilities by integrating Mathematics, Visual Arts, Computer Literacy, and Physics through practical initiatives like the S2 Environmental Packaging Model Project and the MTR STEM Challenge. High-ability Innovation & Technology (I&T) elites were provided with advanced learning platforms in Hong Kong (e.g. HK Science Fair) and the Chinese Mainland (e.g. as well as mentorship under Chinese	

and skills from different disciplines for use in the realm of learning and in the future		Academy of Sciences Academicians in Beijing. These talent development measures yielded exceptional accomplishments, culminating in major national and international recognitions (including prestigious honors in Tunisia and exhibition / presentation in the Princeton University and Luxembourg), along with wide media interviews across local press, television and radio networks.	identity, the school will organize study tours across three strategic tiers: Mainland China (focusing on technology, economy, and heritage), Belt-and-Road destinations (fostering international collaboration and national pride), and English-speaking nations (enhancing language proficiency and immersive cultural fluency).
2.4 Widening students' horizons and worldview through educational visits and cross-border learning programmes	Substantially Achieved	• Combined with targeted local field studies, cross-border exchange tours to Macau, GBA, and farther in Chinese Mainland, significantly deepened students' cultural understanding and national pride. As a result, APASO scores on National Identity subscales consistently reached the highest tier (85th percentile) territory-wide. • Expanding Global Horizons through International Exposure: Overseas immersion programs broadened students' global perspectives and language development. Highlights included structured study tours to Belt-and-Road country (Kazakhstan) as well as English-speaking countries (Brisbane, Australia and Leeds, United Kingdom).	
Major Concern 3: To nurture students' positive values for facilitating their personal and social development in a healthy lifestyle as well as for building up their collective responsibilities and commitment in serving the school, society and nation			
3.1 Helping students adopt the positive values to face difficulties when growing up by enriching the formal and informal curriculum	Substantially achieved	• The school advanced student development across national education, digital literacy, mental well-being, and physical health through structured curricula and peer leadership. Moral, Civic & National Education (MCNE) lessons, cross-border study tours, and cultural projects like「國潮解碼」instilled priority values, driving APASO Morality and Honesty Q-scores to a top-tier 116. Concurrently, cyber safety workshops, the Information Literacy workshops and related activities reduced online misconduct by emphasizing digital ethics and addiction prevention. Campus wellness programmes, including Joyful Ambassadors and Gatekeeper Training, raised the Positive Affect Q-score to 107 while equipping 94% of participants with actionable stress-management skills. Finally, daily MVPA60 lunch challenges, Watt Bike races, and related sports programmes improved student fitness and weight maintenance, elevating Key Performance Measures (KPM 24 and 25) from below average to average territory-wide.	• Students achieved top-tier APASO Q-scores (116) across National Identity, Morality, and Honesty, driving strong civic responsibility, law-abidingness, filial piety, and community service. • Strong teacher-student relationships (4.2/4) and campus climate (4.1–4.2/4) lifted overall Positive Affect to 107. However, lower senior secondary psychological affect (S4–S6 Q-score 93 vs. S1–S3 105) underscores an urgent need for targeted emotional regulation and stress-management support. • Overall physical exercise Q-scores improved to 89, buoyed
3.2 Cultivating a spirit among students to practise Chinese virtues and to serve the	Completely Archieved	• The school actively engaged with the Education Bureau and local governance structures to nurture national identity and civic responsibility. Highlights include being named one of Hong Kong's top 10 secondary schools for six consecutive years in the EDB Chinese History and Culture Scheme (「傳承．想創 — 積極推廣中國歷史與中華文化」), as well as conducting elderly	

community through co-curricular activities		visits in Kai Ching Estate in collaboration with District Council members and the Care Team. • National identity and security education elements were successfully embedded across formal and informal curricula. APASO Q-scores across all National Identity subscales (e.g. Proud, Love, National Flag) reached 116, placing the school in the top 15% territory-wide (85th percentile norm). • The Joyful Ambassadors Gatekeeper Training, Wellness Weeks, Chill Hub, and Relaxation Workshops effectively promoted help-seeking behaviors, boosting positive affect Q-scores to 107. Values of filial piety, respect, and gratitude were reinforced through the annual Gratitude Month and MCNE gift-making lessons.	by strong junior form participation (S1–S3 Q-score 94). Lagging senior form engagement (S4–S6 Q-score 85) requires tailored, low-barrier physical wellness programs. • Persistent low non-entertainment IT usage (Q-score 85) and junior distraction vulnerabilities (S1–S3 Q-score 85) demand a whole-school framework focused on digital self-regulation, ethical AI use, and cybersecurity.
3.3 Strengthening the partnership between the school and home education	Substantially Archieved	• Home-school collaboration across the 2023–2026 cycle maintained strong parental satisfaction (4.0–4.2 out of 5.0) through proactive multi-channel communication, active PTA event participation, and the S1–S5 dual class teacher system. Targeted workshops addressed pressing student needs like adolescent mental health, positive communication, and digital ethics.	

2.2 (a) Reflection on school performance in achieving the seven learning goals

1. National Identity & Global Perspective

Over the three-year evaluation period, student attainment in National Identity and Global Perspective demonstrated a seamless progression from foundational awareness to sustained territory-wide excellence and active community leadership. The school consistently achieved top-tier performance in Hong Kong for APASO national identity recognition, building from an initial 85% baseline to sustain a top 15% Q-score of 116. Concurrently, students expanded their international exposure through a succession of regional and global study tours—spanning the Chinese Mainland, Korea, Brisbane, and Leeds (where 98.5% of participants affirmed broadened worldviews). This strong conceptual foundation ultimately matured into hands-on leadership and real-world civic application, with students serving as student ambassadors at the KaiTak@KowloonCity Study Centre 「啓城學堂」 and leading contemporary national and global inquiries through cross-curricular initiatives such as 「邁向碳中和」「傳承．想創 ー 積極推廣中國歷史與中華文化」「國潮解碼」.

2. Breadth of Knowledge

Over the same period, student attainment in Breadth of Knowledge demonstrated a continuous trajectory from foundational interdisciplinary connections to values-integrated learning, culminating in authentic real-world problem-solving and innovation. The school initially built a strong cross-subject foundation through practical projects like Healthy Menu Design and Climate Change alongside local field trips, before expanding into systematic academic integration by embedding 13 priority values across Key Learning Areas (KLAs) and visiting major institutions such as the Palace Museum and HKEX. This broad knowledge base ultimately matured into high-level practical application,

with students actively showcasing innovation and technical skills in major hands-on initiatives including the S2 Environmental Packaging Model Project, the MTR STEM Challenge, and InnoTech Expo 2025.

3. Language Proficiency

In this period, student attainment in Language Proficiency evolved seamlessly from an immersive, language-rich foundation to refined literacy habits, culminating in consolidated bilingual competency and targeted academic language mastery. The school initially established a highly supportive linguistic atmosphere—achieving 90% to 91% student approval—through interactive initiatives such as the English Café, Putonghua broadcasts, and timetabled S1–S2 Language Across the Curriculum (LaC) lessons. This immersive baseline was further strengthened by deepening junior form reading engagement through a refined Drop-Everything-and-Read (DEAR) programme. Ultimately, students advanced from general language exposure to practical academic mastery, consolidating their bilingual skills within subject-specific LaC contexts and embedding disciplined study routines, including pre-listening data-file analysis and increased dictation frequency.

4. Generic Skills

Over the three school years, student attainment in Generic Skills demonstrated a clear trajectory from establishing exceptional core competencies to sustaining high-level application, culminating in objective academic validation and real-world leadership execution. Students consistently maintained top-tier APASO Q-scores (116) across essential domains, including Creativity, Leadership, Entrepreneurial Spirit, Self-Initiative, and Goal Setting, supported by steady problem-solving and co-curricular knowledge application rates (82–88%). This strong attitudinal foundation ultimately matured into concrete skill execution, as objectively verified by high assignment inspection ratings (3.92/4) and authentic leadership.

5. Digital Literacy

In this period, student attainment in Digital Literacy followed a continuous progression from foundational platform adoption and safety awareness to responsible media citizenship, culminating in advanced, ethical AI integration and verified digital learning strategies. Supported by sustained high Google Classroom engagement (89–90%), students consistently demonstrated strong basic information literacy (95%), cyber misconduct prevention awareness (99%), and responsible social media usage fostered through media literacy and online law workshops. This strong digital citizenship baseline ultimately matured into cutting-edge digital competence, with students effectively leveraging AI-empowered learning within clear ethical boundaries and demonstrating high-level digital learning application as verified by formal assignment inspections (3.62/4).

6. Life Planning

During the period, student attainment in Life Planning followed a seamless trajectory from foundational self-discovery to elevated career motivation, culminating in ingrained lifelong goal-setting habits and validated life skills. The school initially established a strong baseline in self-understanding and career orientation through Growth-Mindset Camps, Career Mapping, and early workplace exposure (94–95% agreement). This clarity quickly matured into exceptional drive, marked by top APASO Q-scores in Clear Goal Setting (116) and

Instrumental Learning Motivation (115), alongside expanded pathway awareness gained through experiential career programs (95–98%). Ultimately, these practices were embedded into daily student habits via MCNE life planning workshops (96%), an achievement corroborated by strong stakeholder ratings for student goal-setting (3.6/4) and overall life skills development (4.0/4).

7. Healthy Lifestyle

In 3 school years, student attainment in Healthy Lifestyle demonstrated a seamless progression from foundational self-monitoring and peer support to enhanced emotional well-being, culminating in the daily embedding of balanced lifestyle habits across the student body. The school initially established a strong baseline by achieving top APASO Q-scores in Self-Monitoring/Planning (116), with 96% of students benefiting from stress reduction initiatives, 100% of Joyful Ambassadors acquiring practical peer support skills, and the launch of the ongoing MVPA60 Lunchtime Challenge alongside other physical activities. This focus naturally broadened into emotional resilience and positive affective well-being, driving a significant rise in APASO Positive Affect Q-scores from 92 to 107, supported by high student engagement (94–95%) in emotion regulation, stress coping, and family appreciation activities. Ultimately, students successfully translated these self-management principles into practical daily living, with over 98% of S1 students establishing balanced study, rest, and exercise schedules—an achievement corroborated by positive survey feedback from both parents (3.6/4) and students (3.5/4).

(b) Reflection on school performance in fostering whole-person development and lifelong learning of students

Enriching students' learning experiences	Professional leadership & development
Whole-Person Development • Moral Development: Students' moral development unfolded through a progressive learning trajectory, advancing from foundational self-regulation to the internalization of core ethical values and active community leadership. Learners initially cultivated essential self-management skills (including personal discipline, time management, digital literacy, and preventive awareness against substance abuse and cyberbullying) before internalizing key moral virtues such as filial piety, integrity, benevolence, and respect, which they ultimately operationalized through positive behavior pledges. In their civic development, students progressed from baseline identity awareness to a deeper comprehension of national security and cultural heritage through cross-border learning, maturing into proactive civic leaders who demonstrated environmental stewardship and cultural literacy through projects like the Chinese Culture Weeks / Days and sustainable development programmes. Interpersonally, students moved from expressing gratitude and providing basic peer support as Joyful Ambassadors to engaging in active mentorship and community service. The depth of this moral learning was consistently validated by top-tier territory-wide APASO Q-scores—achieving 116 in National Identity, Morality, and Honesty—alongside marked reductions in student misconduct, active civic participation, and strong alignment between home and school values. • Intellectual Development: Across the three academic years from 2023 to 2026, intellectual development in the student domain followed a clear trajectory from foundational self-directed study habits to AI-enhanced, authentic real-world application. In 2023–2024, students established consistent learning routines, reflected in high pre-lesson task completion rates (86%) and regular note-taking (90%); while leveraging Google Classroom and project-based STEAM activities to build problem-solving and bilingual language skills. This framework was consolidated in 2024–2025 through self-management workshops, a refined DEAR reading	***Professional Leadership and Development*** • The Incorporated Management Committee (IMC) actively drives school improvement and strategic direction. Under the IMC, the Academic Subcommittee and Student Development Subcommittee provide targeted governance to enhance the overall effectiveness of school leadership, curriculum planning, and staff development. • Having built internal capacity, the Learning, Teaching and Assessment Committee (LTAC) seamlessly took over internal professional development during the above period. In 2025-2026, the school management successfully steered the teaching staff towards the implementation of AI-empowered teaching / learning / assessment strategies. • In early 2024, the school established the Academic Enhancement Team to drive data-driven feedback (HKDSE results and TSA data analysis), devise the subsequent improvement strategies, and standardize assessment monitoring across subjects. • Operating alongside academic initiatives, the Student Development Committee (SDC) strategically oversees student growth frameworks, focusing on whole-person development and the cultivation of lifelong learning habits. • Starting from the school year 2021-2022 to 2024-2025, the school partnered extensively with the Quality School Improvement Project (QSIP) of CUHK and EDB Support Services. External experts conducted specialized workshops on classroom note-taking skills, assignment inspection, exam/test paper blueprint design, and the "Elements of a Good Lesson". ***Deployment of Human and Financial Resources*** • Human resources are strategically deployed by cultivating multi-tiered student leadership groups, including Student Union, Joyful Ambassadors, Life Planning Ambassadors, Constitution & Basic

program that enhanced the school's language-rich atmosphere (91%), and data-driven exam blueprints that informed targeted academic interventions. By 2025-2026, these study habits expanded into AI-integrated learning practices and immersive experiential education, highlighted by the opening of the KaiTak@KowloonCity Study Centre (啓城學堂), cross-curricular STEM projects, and structured guidance on digital literacy, multimodal reporting, and critical AI usage.

- Physical Development: From 2023 to 2026, evaluation of the physical development dimension demonstrated steady student growth across healthy living, cross-curricular application, sports inclusion, and athletic leadership. Surveys and observations confirmed students successfully balanced academics with rest and exercise, with over 98% of junior students maintaining balanced daily schedules, prompting ongoing recommendations to expand exercise and relaxation opportunities. The opportunities for students' physical activities increased with the launch of the Fitness Centre and MVPA60 Lunchtime Challenge since 2024 and 2025 respectively.
- Social development: Over three school years, student social development evolved seamlessly from local volunteerism into virtue-driven service, proactive community leadership, and global citizenship. Foundational co-curricular volunteerism and local community trips established core interpersonal skills, earning strong praise from students (3.8/5) and parents (4.0/5) for fostering mutual respect. This framework deepened as service learning systematically embedded traditional Chinese virtues through programmes / projects, complemented by peer-led support and mediation / Mock Court schemes. Experiential learning was further enriched through local vocational and form-based community explorations alongside cross-border and international study tours, which broadened students' social perspectives, national identity, and cross-cultural competence. Ultimately, this progression enabled students to act as authentic community stewards, leading cross-curricular civic initiatives and spearheading local heritage outreach.
- Aesthetic Development: The evaluation of student learning in the aesthetic dimension highlights strong creative expression, active

Law Ambassadors, etc.

- The school invested in physical and digital learning environments, establishing the Maker Lab for STEAM investigations and launching the KaiTak@KowloonCity Study Centre (啓城學堂) in November 2025 to showcase cross-disciplinary student work in local history, culture, and technology. E-learning platforms (Google Classrooms and subject-specific digital tools) were embedded school-wide to facilitate self-directed learning.
- Leadership effectively deployed targeted grants and other resources (e.g. Youth Exchange Funding Scheme, IT Innovation Lab), to support workshops, external coach training, as well as visits and cross-border immersion trips. Specialized academic interventions, such as S1–S4 Endeavour Classes and subject-based remedial/enhancement courses, were financed to cater to diverse learner needs.

Collaboration and Support

- The school established strong internal collaboration through cross-curricular projects with Cross-KLA and interdisciplinary synergies, such as the Chinese Culture Day/Festival, Kai Tak & Kowloon City studies, RaC programmes, S2 Environmental Packaging Model Projects, Ancient Chinese Mathematicians, and climate change mini-projects.
- School management collaborated with key community partners, including Hong Kong Children & Youth Services (CYS) for career mapping, the Life Education Activity Programme (LEAP) for drug/tobacco prevention, the ICAC for the iTeen Leadership Scheme, local police/PPRB for law-abidingness assemblies, and HYAB Funding Scheme for International Youth Exchange for Belt-and-Road Kazakhstan tour, IT Innovation Lab for research project to be presented at Princeton University.
- School leadership actively expanded students' horizons through diverse experiential learning programs, including Mainland and Macau exchange visits, international competitions and exhibitions

participation in competitions and performances, and consistently positive feedback across music, choral, visual arts, drama in both Chinese and English, cookery, dancing, etc. Students regularly demonstrated their talents capacities through many types of performances, exhibitions, stage showcases at major school events / contests. Furthermore, students successfully integrated musical, aesthetic, and artistic principles into cross-curricular and STEAM initiatives.

Life-Long Learning

- In study habits and self-direction, students evolved from relying on basic teacher-assigned pre-lesson tasks and structured note-taking to independently organizing post-class notes and chapter summaries, culminating in self-regulated strategies like graphic organizers, self-designed mock quizzes, and guided AI-empowered learning alongside school-wide self-discipline charters.
- Generic and STEAM problem-solving capabilities matured from introductory subject projects and structured Maker Lab activities into student-led scientific investigations and competition management, ultimately advancing to authentic, real-world synthesis and multimodal presentations exemplified by the interdisciplinary engineering challenges.
- Language proficiency and digital literacy similarly expanded from baseline reading routines (DEAR) and functional Google Classroom management into enriched cross-curricular language environments and active media ethics education, culminating in critical source evaluation and ethical AI navigation.
- Personal development and life planning shifted from foundational goal-setting workshops and ambassador schemes into sustained student-led mental health promotion, structured career mapping, and deeply internalized civic responsibility and national identity.

(e.g., at Princeton University, US), and overseas study tours across South Korea, Brisbane, Leeds, and Kazakhstan. All trips were systematically embedded into the curriculum through required pre-trip research and post-trip student presentations.

Consensus Building Among Stakeholders

- The school institutionalized a dual class teacher system across S1–S5 to maintain direct, regular communication with families. We organized targeted seminars (e.g., managing digital addiction, secondary school transition, JUPAS strategies) and parent-child bonding events (e.g., alcohol ink art and picnic). Stakeholder survey findings consistently indicate high parent satisfaction (averaging 4.0–4.2/5) regarding communication channels and school support.
- The school actively monitors student growth through student focus group / individual interviews, APASO III surveys, and Annual Learning Activity Surveys. Student input directly influences school operations, including tuck shop operations, self-management workshops, and student-led activities.
- LTAC aligned all KLAs / subject panels around school's Major Concerns. KLA Coordinators / Panel Heads regularly participate in joint planning meetings, aligning departmental schemes of work, assignment inspection standards, and exam / test paper blueprints with school-wide developmental goals.
- The Cognitio College Alumni Association (CCAA) significantly enriches student development across holistic growth, wellness, and career readiness. Annually, the CCAA adjudicates the Model Student and Creative Awards to celebrate well-rounded student achievement, hosts joint basketball and table-tennis tournaments to foster physical fitness and inter-school camaraderie between the Kowloon and Hong Kong campuses, and organizes a joint-school Career Expo featuring alumni keynote talks and small-group mentoring sessions to offer real-world industry insights.

2.3 (a) Identified Needs & Areas for Improvement with respect to the 7 Learning Goals & Whole-Person Development

Learning Goal	Whole-Person Development
• National Identity & Global Perspective: Moving forward, students need to advance from cognitive awareness (知) to deep emotional alignment (情) and responsible civic execution (行) across cyber, ecological, and social domains. • Breadth of Knowledge: To foster further growth, students need to transition from teacher-designed STEAM and humanities projects toward autonomous, student-led inquiry into complex global and national issues. • Language Proficiency: Looking ahead, students need to advance from functional academic bilingualism to strategic biliteracy and trilingualism to engage in global representation and cross-cultural dialogue. • Generic Skills: In the next development cycle, students need to channel these generic capabilities into self-directed project management, ethical decision-making, and peer mentoring. • Digital Literacy: The school now needs to guide students beyond baseline platform usage toward self-regulated, ethical AI integration that scaffolds research, monitors creative output, and evaluates learning progress. • Life Planning: Moving forward, students need to translate their short-term goal-setting habits into long-term strategic life mapping, aligning personal career ambitions with regional and national development goals. • Healthy Lifestyle: The key priority for enhancement is for students to institutionalize stress-coping strategies, emotional self-regulation, and character integrity (誠信) to maintain physical and psychological resilience under academic challenges.	• Moral & Civic Development: Students have progressed from basic rule compliance to internalizing virtues such as filial piety, integrity, and respect. To complete their developmental growth, students require structured pathways to convert these values into active community leadership and civic service. • Intellectual & Autonomous Learning: Study habits are well-established, with pre-lesson completion at 86% and note-taking at 90%. The primary developmental need is developing autonomous learning strategies, enabling students to utilize digital tools and generative AI as self-regulatory learning scaffolds. • Physical & Emotional Well-Being: While physical participation is high through expanded sports facilities, ongoing stress-coping support is necessary to help senior form students maintain affective balance. • Social & Global Connectivity: Students demonstrate strong local volunteerism and cross-border exposure. The next developmental step involves developing sophisticated cross-cultural communication skills and civic empathy through leadership initiatives, such as legal/mediation programs and eldercare outreach. • Aesthetic & Creative Expression: Student engagement in cross-curricular arts and technology exhibitions requires further opportunities for public showcase and international presentation.

(b) Analysis of School's Capacity for Continuous Improvement (2026–2029)

1. Governance Restructuring and Strategic Leadership

- To overcome governance stagnation and adapt to a changing educational landscape, the school is executing a structural overhaul of its Incorporated Management Committee (IMC) starting in the 2026–2027 school year. The 3 Subcommittees are being dissolved and integrated into a single **School Enhancement and Administration Committee**. This consolidated body streamlines decision-making and provides top-level oversight across administrative effectiveness, strategic directions for academic and student development, resource allocation, and long-term school planning.
- The school leadership is establishing a dedicated **Digital Education Team** to undertake top-level leadership and strategic coordination. This team steers the promotion of AI education across the school, directs school-wide professional development / exchanges around AI literacy, and ensures smooth policy execution.

2. Strategic Resource Deployment and Sustainable Financial Adaptation

Faced with reduced funding and resources, the school is shifting from traditional funding models toward proactive external grant acquisition and strategic internal re-allocation. The school actively seeks external funds to sustain professional development and key initiatives. Administrative and academic workflows are being streamlined through smart campus initiatives and AI-assisted administrative tools to optimize operational capacity.

3. Digital Transformation, AI Integration, and National Strategy Alignment

The school is aligning its educational framework with the national strategy of “invigorating the country through science and education”, integrating Innovation and Technology (I&T) into the student learning, as well as implementing digital education enhancement.

- Artificial Intelligence is integrated across subjects to support student-centered, personalized learning, diagnostic assessment feedback, and adaptive teaching. We promote a pedagogical shift via “AI + Education.”
- The school is strengthening our science and mathematics pathways. Support measures, including Secondary 3 taster lessons in M2, specialized life-planning guidance, and integrated class grouping, aim to increase the proportion of Secondary 4 students taking two or more Science/Mathematics subjects from 31% (2026/27) to over 35% (2027/28).

4. Nurturing People as the Core

While embracing digital transformation, the school grounds its technological vision in national strategies, digital education development, and a humanistic educational philosophy.

- Technology integration adheres to the core principles of "nurturing people as the core," "humanistic qualities," and "human mind as the mainstay, with the computer in a supporting role". Technology is treated strictly as an enabling tool, ensuring education retains its human warmth and personal connection.
- AI learning elements are integrated organically across Key Learning Areas (KLAs) while actively cultivating proper ethical values.

Curricula explicitly teach students to understand AI limitations, guard against cyberbullying and privacy risks, and avoid "outsourcing their thinking process" or relying uncritically on automated outputs for data collection, analysis, and reflection.

- The school actively monitors the impact of prolonged digital tool usage on student development. Following Department of Health and EDB guidelines, strategies are implemented to ensure balanced screen time and safeguard students' physical and mental health.

5. Targeted Professional Development Aligned with Strategic Pillars

To ensure teaching staff can effectively deliver the 2026–2029 School Development Plan (SDP), professional development is structured directly around the school's core strategic priorities.

- The school systematically and strategically aligns teachers' Continuing Professional Development (CPD) hours against the four SDP strategic pillars:
  (1) **National Identity & Security** (*Homeland & Security*)
  (2) **Values Education** (*Integrity-driven Journey of Growth and Service*)
  (3) **AI-Integrated Student-Driven Learning** (*Digital Intelligence & Autonomous Excellence*)
  (4) **Biliteracy and Trilingualism for Students' Global Connectivity** (*Global Connectivity & Strategic Alignment*)
- Teachers fulfill the EDB requirement of completing at least 30 hours of digital education training within each 3-year CPD cycle. Training spans tiered tracks, "AI Literacy," "AI + Subject," and "AI Leadership", to build professional capacity for AI-assisted teaching, assessment, and curriculum design.

6. Culture Building, Team Communication, and Self-Evaluation

Smooth implementation of school-wide continuous improvement relies on clear communication, cultural consensus, and systematic self-evaluation.

- School leadership engages staff during early-year discussions / meetings to build operational consensus:
  - ✓ Clearly communicating that AI adoption aims to automate repetitive tasks, freeing up teacher capacity for meaningful, in-depth interactions with students.
  - ✓ Adopting a strategy of "ensuring the baseline without setting an upper limit," encouraging teachers to explore new pedagogical approaches without fear of initial setbacks.
  - ✓ Partnering with parents through dedicated workshops so families can guide students to use AI responsibly at home.
- Continuous improvement is sustained via the Plan-Implement-Evaluate (PIE) framework. Performance is benchmarked against APASO data, stakeholder surveys, lesson inspections, and Key Performance Measures (KPM), allowing annual school plans to adapt flexibly to emerging administrative and pedagogical needs.

School Development Plan (2026/27 – 2028/29)
Cultivating Virtue, Nurturing Intelligence
(1) Cultivating Virtuous and Resilient global Citizens
(2) Nurturing Digitally-Intelligent and Strategically-Aligned Global Leaders

Learning Goal & Value	Strategic Outline	Target	*Time Scale		
			26/27	27/28	28/29
1.1 To forge a deep sense of **national identity** and a lifelong commitment to **national security** by transforming cognitive awareness (知) of our heritage into emotional alignment (情) with our virtues, culminating in responsible actions (行) across cyber, ecological, and social domains.					
Learning Goal: • National Identity & Global Perspective • General Skills ✓ Information Technology Skills ✓ Critical Thinking Skills • Digital Education • Healthy Lifestyle Value: • National Identity • Self-control & Citizenship • Integrity • Empathy, Gratitude & Commitment • Unity • Responsibility	To realize Strategic Pillar 1.1, the school creates a cohesive learning ecosystem that operationalizes the "Know, Feel, Act" (知, 情, 行) framework across the social, digital, and ecological domains. Cognitive awareness (知) and emotional alignment (情) are systematically built through a vertical cross-curricular framework combining values-infused instruction, thematic reading, campus cultural traditions, and experiential study visits. This learning translates directly into responsible action (行) as students assume campus leadership roles, drive environmental sustainability initiatives, and practice ethical digital citizenship through critical inquiry and cybersecurity awareness. Supported by interdepartmental synergy and monitored through systematic self-evaluation, this unified approach ensures national identity, security, and ethics are seamlessly woven into all aspects of school life.	Enhancing students' understanding of fine traditional Chinese virtues, cultural heritage, and national achievements, transforming cognitive awareness into emotional pride	**I**	**I**	**I**
		Building a commitment to national security, National Constitution & Basic Law, and civic responsibility through structured programmes with learning activities, seminars/talks, and experiential visits	**I**	**I**	**I**
		Equipping students with critical media literacy, cybersecurity awareness, ethical AI habits, and academic integrity	**I**	**I**	**I**
		Promoting environmental stewardship, carbon neutrality, and sustainable living as part of students' civic and national security responsibility	**P**	**T**	**I**
		Embedding the "Know, Feel, Act" (知, 情, 行) framework systematically across all subject curricula and academic departments	**I**	**I**	**I**

***Time Scale:** **P** - *Planning* **T** - *Trial* **I** - *Implementation*

Learning Goal & Value	Strategic Outline	Target	*Time Scale		
1.2 To help students embark on an excellence-driven journey of growth by anchoring their character in **integrity** (誠信), fostering experiential resilience through a **love of learning** (好學), and empowering them to lead and serve the common good with **benevolence** (仁愛)					
Learning Goal: • General Skills ✓ Critical Thinking Skills ✓ Self-management Skills • Digital Education • Life Planning Value: • Self-control & Citizenship • Integrity • Empathy, Gratitude & Commitment • Filial Piety • Benevolence • Perseverance • Responsibility • Diligence • Love of Learning	To realize Strategic Pillar 1.2, the school implements an excellence-driven framework anchoring character in integrity (誠信), resilience in a love of learning (好學), and service in benevolence (仁愛). Moral discipline, student leadership, and positive peer relationships are systematically cultivated through law-abidingness education, campus service roles, anti-bullying initiatives, and digital ethics. Concurrently, family-oriented virtues, school-wide gratitude initiatives, and form-tailored experiential workshops build emotional resilience, goal-setting capabilities, and a constructive growth mindset. Supported by cross-curricular reflective writing and life planning, this integrated approach nurtures moral, resilient, and service-oriented citizens.	Anchoring students' character in personal integrity, law-abidingness, and incorruptibility, fostering self-reflection and moral discipline in daily life	**I**	**I**	**I**
		Empowering students to lead with integrity, serve the school and community with benevolence, and cultivate an empathetic, anti-bullying campus environment	**T**	**I**	**I**
		Cultivating the traditional virtue of filial piety and nurture a whole-school culture of gratitude toward family, elders, and society	**I**	**I**	**I**
		Building experiential resilience and positive coping strategies for adversity, fostering self-regulation and an enduring love of learning	**T**	**I**	**I**
		Integrating values education across academic curricula and life planning through reflective writing and post-examination experiential activities	**T**	**I**	**I**

***Time Scale:** **P** - *Planning* **T** - *Trial* **I** - *Implementation*

Learning Goal & Value	Strategic Outline	Target	*Time Scale		
2.1 To nurture **self-regulated learners** who intentionally leverage **artificial intelligence** to scaffold their inquiry, monitor their creative processes, and reflectively assess their progress toward producing impactful work.					
Learning Goal: • Breath of Knowledge • General Skills ✓ Mathematics Skills ✓ Information Technology Skills ✓ Critical Thinking Skills ✓ Problem Solving Skills ✓ Self-learning Skills • Digital Education • Life Planning • Healthy Lifestyle Value: • Self-control & Citizenship • Integrity • Perseverance • Responsibility • Diligence • Love of Learning	To realize Strategic Pillar 2.1, the school implements an integrated framework for digital intelligence and autonomous excellence that drives school-wide Innovation and Technology (I&T) development. Self-regulated learning is cultivated by pairing structured AI scaffolding with critical inquiry, ensuring technology enhances rather than replaces human thinking. AI-assisted diagnostic tools and analytics optimize personalized feedback, tiered instruction, and institutional self-evaluation. Concurrently, the school advances I&T talent cultivation through an integrated approach to education and technology—expanding junior STEAM curricula, establishing dedicated research teams for scientific investigations and innovation competitions, and enriching Science and Mathematics education. Supported by specialized senior secondary pathway guidance, this comprehensive strategy expands STEAM participation and equips students to become autonomous, digitally-intelligent global leaders.	Empowering students to become autonomous learners who strategically leverage AI tools to scaffold inquiry and personalize learning without outsourcing critical thinking	**T**	**I**	**I**
		Utilizing AI-assisted diagnostic feedback to identify learning gaps, deliver tiered support, and inform institutional self-evaluation	**T**	**I**	**I**
		Integrating AI tools and digital media into humanities and interdisciplinary projects to foster creative problem-solving and cultural appreciation	**P**	**T**	**I**
		Expanding Innovation and Technology (I&T) learning opportunities to nurture high-potential talent through scientific inquiry and regional competitions	**I**	**I**	**I**
		Strengthening Science and Mathematics education to expand senior secondary STEAM pathways and align student choices with national I&T developments	**P**	**I**	**I**
		Fostering a smart campus atmosphere through enhancing school governance and efficiency through AI and latest technologies	**P**	**P**	**T**

***Time Scale:** **P** - *Planning* **T** - *Trial* **I** - *Implementation*

Learning Goal & Value	Strategic Outline	Target	*Time Scale		
2.2 To empower students to become strategic cultural conduits through the mastery of **biliteracy** and **trilingualism**, facilitating seamless engagement between the Motherland and the global community while aligning their progress with national strategic goals and international standards					
Learning Goal: • National Identity & Global Perspective • Language Proficiency • General Skills ✓ Communication Skills ✓ Critical Thinking Skills ✓ Creativity ✓ Collaboration Skills • Digital Education • Healthy Lifestyle Value: • National Identity • Self-control & Citizenship • Integrity • Empathy, Gratitude & Commitment • Respect for Others • Unity • Responsibility	To realize Strategic Pillar 2.2, the school establishes an integrated framework for biliteracy, trilingualism, and global connectivity that positions students as strategic cultural conduits. Chinese language standards and Putonghua fluency are deepened alongside English mastery through immersive language environments, multi-channel reading platforms, and multidisciplinary thematic integration. Expressive articulation and self-confidence are cultivated through public learning showcases, student leadership roles, and external presentation platforms. Concurrently, global horizons and national alignment are systematically expanded through dual-direction immersive learning experiences, spanning Mainland China, English-speaking nations, and Belt-and-Road countries, alongside peer-led wellness initiatives. This comprehensive strategy nurtures articulate, empathetic, and globally aware leaders equipped to connect seamlessly with the Motherland and the international community.	Elevating students' Chinese language proficiency, Putonghua oral fluency, and cultural literacy through cross-curricular collaborations	**I**	**I**	**I**
		Expand students' global horizons and communicative confidence by creating an immersive English environment and experiential cross-cultural learning opportunities	**I**	**I**	**I**
		Cultivating focused reading habits and elevate subject-specific language skills through whole-school digital reading resources and thematic cross-curricular topics	**I**	**I**	**I**
		Enhancing student confidence, articulation, and public presentation capabilities by providing platforms to showcase learning outcomes internally and externally	**T**	**I**	**I**
		Expanding students' national perspective and global connectivity by arranging immersive experiential learning tours across Mainland China, English-speaking nations, and Belt-and-Road countries, aligning student growth with national strategic goals and international standards.	**I**	**I**	**I**
		Fostering empathetic peer leadership and nurturing globally-minded citizens who align with national development and contribute to sustainable social progress	**I**	**I**	**I**

***Time Scale:** **P** - *Planning* **T** - *Trial* **I** - *Implementation*