Kwok Tak Seng Catholic Secondary School

School Development Plan

2026/27 - 2028/29

Kwok Tak Seng Catholic Secondary School

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

Our Mission

1. To follow through the educational goals of Diocesan Schools: to make the school a place filled with the spirit of the Gospel and charity; and to spread the teaching of Christ to society.
2. To pass on the virtues of Chinese tradition: to bear "Faithfulness 忠", "Forgiveness 恕", "Sincerity 誠" and "Intelligence 明" as our school motto.

With the determination to carry on the contribution of the Catholic Church to education, the School, as its vision and mission stipulated in the Constitution of the Incorporated Management Committee of Kwok Tak Seng Catholic Secondary School, shall uphold and pass on the core values of **Truth, Justice, Love, Family and Life** to inspire and empower young people for their life and future responsibilities.

Our Emblem

Trust in God forms the basic mental and spiritual attitude in our new endeavour in the work of education, for God sees and takes care of everything we do for our students, and brings it to success. With this trust in Him, we are confident of ourselves, and confident that what we do will, with His help, some day bear fruit. **"In God We Trust"** is, therefore, a motto written down on our school emblem.

Our Education Goals

To achieve an all-round education and maintain a balanced development of the spiritual, moral, intellectual, physical, social and aesthetic aspects of life.

Spiritual and Moral Education

1. To introduce the life and teaching of Jesus Christ to our students. Help them develop a compassionate heart and a positive, responsible and constructive attitude towards life.

2. To instill Catholic values in our school life to forge an open, caring and respectful environment for our members to model oneself to become “a good shepherd” (John 10:14)

Intellectual Education

3. To guide students in acquiring knowledge in different subject areas to cope with the needs of society; to help students develop their inquiring mind and the ability of self-learning to cope with the ever-changing world.
4. To encourage students to face challenges positively and to be well-equipped with discernment and independent thinking.

Physical Education

5. To provide students with multifarious extra-curricular activities to train students' mind and body, to foster team spirit and cooperation and to help students develop their potential.

Social Education

6. To help students understand interpersonal relationships and develop proper community life.
7. To cultivate students' sense of belonging to the school.
8. To help students understand their rights and obligations, form civic and democratic minds and develop an awareness of our society.
9. To pass on the virtues of Chinese tradition and instill an idea of patriotism and nationalism.
10. To establish good discipline and maintain a simple school ethos.

Aesthetic Education

11. To help students develop their imagination and creativity.
12. To boost students’ interests in and sense of appreciation of fine arts.

1. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2023/24 - 2025/26[1]

Major Targets	Extent of the target achieved: Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks

[1] At the end of a school development cycle, schools should conduct a holistic review of the overall performance in implementing the SDP. The following points should be considered when conducting the review: (1) The effectiveness of the SDP should be evaluated with reference to the targets and the corresponding success criteria set; (2) Schools should report on the extent of achievement against the targets and deliberate on the reasons for the level of achievement; and (3) Schools should decide how individual major concerns are to be followed up if the targets are not fully achieved. They should consider revising the major concerns with enhanced implementation strategies. For major concerns with targets fully achieved, schools may incorporate them in their routine work or think of further development for the next school development cycle. For details, please refer to paragraph 3.3.1(a) of the related compilation guidelines.

1. **Major Target 1: To enrich students' reflective learning habits and engagement in learning** **Target(s):** 1. Enhance lesson design and utilise assessment tools to strengthen elements of students' participation and to equip students with self-monitoring skills (including target setting, planning, evaluating, and monitoring learning progress and language skills) and increase their engagement in learning; 2. Increase students' participation, confidence, and sense of achievement in learning by catering for learner diversity; 3. Cultivate a climate of professional exchange to develop the school into a professional learning community that supports students' academic growth.	**Fully Achieved**	**Incorporated as routine work, continue to strengthen students' reflective learning habits and provide personalised learning experience with AI technology.**	**A continuation of development is targeted in the coming cycle.**

Major Target 2: To strengthen Positive Education culture and Catholic Education core values **Target(s):** 1."Embed It, Teach It" a. Foster a positive culture and environment: Strengthen Catholic Education core values with focus on a specific yearly theme under Positive Education (PosEd) for students to grow with gratitude, kindness, confidence, and perseverance. 2. "Learn It, Live It Out." b. Students learn and lead positive lifestyles.	**Fully Achieved**	**Statistics indicate that our Positive Education culture and Catholic Education core values have been successfully strengthened. Moving forward, these elements will be integrated into our routine practices while remaining a major focus for the next development cycle. To achieve this, we will implement the KTS Value Education and Growth Framework through a comprehensive six-year plan, with a dedicated emphasis on promoting healthy lifestyles among our students.**	**It is well-received and a good beginning. A continuation of development is targeted in the coming cycle.**

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.

i. How good is our students' performance in achieving the seven learning goals?

Our school's students demonstrate **strong performance in achieving the seven learning goals**, as evidenced by various indicators and activities. In **National Identity and Global Perspective**, APASO-III data shows exceptional Q-values of 116 (P-value 85.7) across all sub-scales, including responsibility, pride, and respect for the national flag, reflecting a heightened sense of national identity and belonging. Students participate in flag-raising ceremonies and national education talks, deepening their understanding of Chinese culture and achievements. Their **Breadth of Knowledge** is enhanced through diverse curriculum offerings, including STEAM activities and Applied Learning courses. Students show interest in exploring mathematics-related recreational books and engage in projects that explore national development and social issues. In **Language Proficiency**, students generally believe schoolwork helps improve their language

skills (SRQ 4.37), with 70% mastering Chinese writing techniques. English activities like creative writing, presentations, and the English Logbook foster proficiency and engagement.

For **Generic Skills**, students actively develop critical thinking and problem-solving through mathematics competitions and "1-minute" reading presentations. Collaborative learning and project-based assignments across KLAs foster teamwork, communication, and self-management. In **Digital Literacy**, students are highly proficient and comfortable with online platforms, reflected by an average SRQ score of 4.56 and positive APASO Q-values for non-addictive IT use (116). They utilize tools like GoodNotes for note-taking and OQB for self-directed learning. In **Life Planning**, students demonstrate eagerness for future development and receive guidance on career paths, with comprehensive programs supporting self-awareness and goal identification. Finally, for a **Healthy Lifestyle**, students participate in diverse physical and aesthetic activities, including Kung Fu, Campus Run, Music Day, and instrumental groups. Spiritual and emotional well-being are addressed through RME meditation and Pastoral Care's RROARR Spirit Month. However, APASO data for "Physical Exercise" (P-value 15.9) indicates a need for more active participation.

Overall, students demonstrate good acquisition and application of knowledge and skills, with strong performance in internal and public assessments, and significant achievements in non-academic areas such as debating and robotics.

ii. How good is our school in enriching students' learning experiences for their whole-person development and lifelong learning?

Our school is demonstrably **effective in enriching students' learning experiences for their whole-person development and lifelong learning**, aligning with Performance Indicator 3.1 (Curriculum Organization) and 4.1 (Learning Process). The **curriculum is broad and balanced**, integrating Catholic core values and EDB guidelines across all subjects to cater to diverse needs and foster holistic growth. Specialized offerings include STEAM opportunities for S3 and above, a variety of Applied Learning courses, and tailored mathematics classes to accommodate different abilities.

Beyond the classroom, the school provides extensive **life-wide learning opportunities**, such as interest groups, excursions, field trips, and international competitions like robotics. Cultural exposure is emphasized through activities like the S5 study tour to Danxia, China, and local heritage visits to places, which deepen cultural appreciation and national identity. The school actively promotes reading through various projects, including the S2-S4 reading scheme, which encourages independent learning and exploration of diverse themes, from mathematical concepts to national development and social issues.

To foster **lifelong learning and self-improvement**, our school implements an Academic Performance Monitoring System and the Scrambler Award Scheme, which cultivate reflective learning habits and goal-setting using SMART principles and character strengths. Digital learning is integrated through the BYOD policy and structured training in tools like GoodNotes, enabling digital note-taking and concept mapping. The use of online platforms such as the HKEdCity Online Question Bank (OQB) and Diagnostic Feedback System (DFS) empowers students in self-directed learning and exam preparation.

For **whole-person development**, Positive Education and Catholic values are explicitly integrated into the curriculum and school activities, nurturing gratitude, resilience, and a growth mindset. Social service programs (e.g., visiting and serving the elderly, Caritas Bazaar) develop empathy, teamwork, and social responsibility. The school also fosters spiritual growth, value education and moral and civic education through daily prayers, Religious Education lessons, and liturgies, and promotes aesthetic development through Music Day, music instrumental workshops, and Expressive Art Therapy. Comprehensive support services, including academic support, remedial classes, and social skills training for SEN students, ensure that diverse learning needs are met.

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

Our school demonstrates **strong leadership in its continuous improvement and development** for students' whole-person development and lifelong learning, evident through robust management and organizational practices (Domain I), professional leadership (Domain I, Area 2), and systematic curriculum evaluation (Domain II, PI 3.4).

Our school operates with an **effective self-assessment mechanism** that integrates Catholic values and Hong Kong's education goals, including the seven learning goals. Regular evaluations use comprehensive tools like APASO, KPM, SRQ, and Stakeholder Surveys to gather feedback from all stakeholders, ensuring that evaluation findings directly inform and refine future planning. This structured feedback loop is central to the school's "Planning-Implementation-Evaluation" (P-I-E) cycle.

Professional leadership and staff development are prioritized to enhance educational quality. School leaders, including the Principal and middle management, communicate the school's vision, integrate Catholic values and EDB priorities into strategies, and ensure staff are well-informed. Significant effort is invested in **teacher professional development**, with initiatives such as workshops on questioning techniques, training on e-learning and AI tools, open-class peer lesson observations, and collaborative lesson preparation across KLAs. This cultivates a professional learning community that effectively addresses diverse student needs.

Our school actively **collaborates with internal and external partners** to enrich student experiences and development. This includes working with alumni for academic support and career insights, engaging external organizations for specialized SEN programs and

positive education initiatives (e.g., City University Positive Education Laboratory, HKJC CLAP for Youth @ JC), and fostering joint-school professional development programs.

Furthermore, the school is **responsive to challenges and committed to ongoing refinement**. For instance, feedback on the social service policy led to its revision, and plans are in place to address student mental health with initiatives like the "relaxation room" as part of the HKJC LevelMind@JC program. The integration of a comprehensive Student Growth Framework, which aligns Catholic core values, EDB priorities, and Positive Education principles, guides the school's long-term development for holistic student growth.

Review based on the Seven Learning Goals

i. **National Identity and Global Perspective**: The school cultivates national identity and a global perspective through diverse activities and systematic curriculum integration. The National Education Curriculum Framework has been fully developed and implemented, with wide coverage of various domains of national security education, ensuring that relevant elements are embedded across subjects and learning experiences. Students participate in flag-raising ceremonies, cultural weeks, study tours to Mainland China and local heritage sites, as well as national education talks, all of which deepen their understanding of Chinese culture, national development, and achievements. APASO data shows high Q-values for national identity, reflecting a strong sense of belonging and pride among students. Global identity is also fostered through participation in international programs, broadening students' horizons and nurturing an appreciation of diverse cultures.

ii. **Breadth of Knowledge:** The school actively broadens students' knowledge base through diverse curriculum, including STEAM and Applied Learning courses, as well as life-wide learning opportunities such as excursions and international competitions. Reading projects across subjects, including Mathematics, CES, L&S and CSD, encourage exploration of themes ranging from mathematical concepts to national development and social issues. Science lessons further strengthen students' understanding by connecting scientific principles with real-world applications. The allocation of lesson time has been optimized to create greater capacity for the development of the school-based STEAM curriculum, INNO-Master, which now incorporates entrepreneurial elements. Under this new arrangement, History has been introduced in the junior forms to broaden students' understanding of humanities education.

iii. **Language Proficiency**: The school promotes language proficiency through diversified strategies in both English and Chinese. English lessons incorporate presentations, creative writing, and AI-powered platforms such as Penso and Sayo to encourage authentic language use. Initiatives like the English Logbook and "Phrase of the Week" further enhance vocabulary and engagement. The Chinese Language KLA adopts a structured "reading to writing" approach, with 70% of students mastering key writing techniques. Reading presentations and peer support schemes also strengthen students' communication skills. To support junior form students, the school has initiated a Language Across the Curriculum (LAC) strategy to systematically build language proficiency across subjects. The initiative will be fully

implemented at all levels in the next school development cycle.

iv. **Generic Skills**: The school actively develops **generic skills** through collaborative learning, problem-solving, and project-based assignments across various Key Learning Areas such as Mathematics, CSD, Technology, and Science. Activities like "1 minute" reading presentations enhance critical thinking, while service learning and group projects foster communication, empathy, teamwork, and self-management skills. Mathematics competitions sharpen problem-solving abilities, and Science initiatives specifically focus on information processing, communication, and organizational skills.

v. **Digital Literacy:** The school strongly promotes digital literacy, as reflected in students' high proficiency and confidence in using online learning platforms (average SRQ score: 4.56) and positive APASO results for non-addictive IT use. Under the BYOD policy, students receive structured training in GoodNotes for digital note-taking and concept mapping, while teachers effectively integrate various e-learning tools for assessment and lesson preparation. The HKEAA's Online Question Bank is also widely adopted across subjects to support self-directed learning and skills enhancement. In addition, the school has jointly developed an AI-powered and gamified online adaptive English learning platform, **SPARK**, in collaboration with other Diocesan schools, further strengthening students' personalised learning experiences.

vi. **Life Planning**: The school supports **life planning** through comprehensive programs, helping students understand their interests, aptitudes, and abilities for future studies and careers. The Life Planning Committee organizes workshops on workplace skills and career paths, collaborating with external organizations and engaging alumni and parents. Students receive guidance on subject selection and use self-assessment tools to identify strengths and goals. The "Shall We Talk" mentorship fosters trust and guidance, while participation in programs like HKJC CLAP for Youth @ JC provides tailored support for diverse pathways.

vii. **Healthy Lifestyle**: The school promotes a **healthy lifestyle** by integrating physical and aesthetic activities, though survey data indicates a need for more active participation in physical exercise. The PE KLA introduces diverse sports like Kung Fu and Campus Run, and uses tools like body composition analyzers for personalized training. Spiritual and emotional well-being are addressed through RME's meditation sessions and Pastoral Care's RROARR Spirit Month, focusing on rest, relaxation, resilience, and relationships. Artistic expression is encouraged through Music Day and instrumental groups, fostering appreciation for fine arts.

c. How Can Our School Be Better

i. What are our students' needs?

Our students' evolving needs are at the forefront of our school's continuous development. While they have successfully cultivated basic reflective learning habits and demonstrate strong engagement in class, there is a clear need to **further deepen these practices by integrating AI tools to provide more personalized feedback and skill analysis**. This will empower students to formulate more specific action plans and consistently track their learning progress.

Additionally, students require continued support to address diverse learning needs and enhance confidence, particularly for those who are passive learners or struggling academically. Concurrently, high-achieving students need extended opportunities to realize their full potential. While diverse physical activities are offered, students need to develop more regular exercise habits and active participation in physical pursuits, as indicated by survey data. We also recognize the importance of cultivating a **growth mindset** across all aspects of their development, addressing the need for enhanced self-management, independent planning, and leadership skills, along with more visible recognition of their achievements within the school environment. The rapid advancement of AI technologies also necessitates guiding students on ethical AI use and navigating academic integrity concerns.

ii. What is our school's capacity for continuous improvement and development?

Our school demonstrates a robust capacity for continuous improvement and development, anchored by a **vibrant, adaptable, and passionate teaching team** that is open to embracing novel changes to enhance student learning. We have a solid foundation with a **stable IT network infrastructure and an implemented Bring Your Own Device (BYOD) policy**, supported by team members who have acquired basic Educational Technology competencies. The e-Learning Committee is strategically shifting its focus from routine IT operations to **systematic technology integration within classroom teaching and learning**, significantly boosting our pedagogical support capacity.
A key strength is the **effective utilization of the AI for Empowering Learning and Teaching Funding to support diverse learning needs and foster independent learning through AI-enhanced tools and platforms**. Our school operates with a **well-established administrative system, an open and continuously improving self-reflective culture**, and strong professional leadership that initiates various educational reforms.

We benefit from fruitful collaborations with renowned external educational institutions and organizations, such as CUHK and CityU, which significantly contribute to the professional development of our educators and enrich student experiences. The school's highly supportive Incorporated Management Committee (IMC) and a dedicated team of teachers foster a harmonious environment conducive to growth. The **Jubilee Campus** provides ample physical space for future expansion and development. Furthermore, our existing **Academic Performance Monitoring System (Scrambler Award) and school-based Growth Portfolio platform** offer comprehensive data for data-driven teaching and

identifying student strengths, enabling tailored strategies. The launching of the **KTS Value Education and Growth Framework** for the new cycle provides a clear and shared mission for holistic student development across the school community.

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

The school's development priorities for enhancing students' whole-person development and lifelong learning are underpinned by a steadfast commitment to **amplifying existing strengths and allocating resources to major targets**. A key area of notable success from the previous cycle, now deeply rooted in routine practices, is the **strengthening of a positive education culture and Catholic Education core values**. This positive culture is explicitly designed to foster emotional resilience, cultivate well-being, and promote positive character traits among students. Alongside this, the school remains dedicated to the **continual development of its high-calibre teaching team**, promoting professional exchanges and collaborating with professional bodies to refine teaching and learning strategies for the 21st-century educational landscape. Furthermore, a significant priority is to **bolster the provision of a wider range of Life Wide Learning (LWL) activities**, offering diverse opportunities for experiential learning beyond traditional classroom settings. The school also continues its efforts to **create more opportunities for higher-calibre students**, providing them with necessary challenges and support to excel academically.

To further strengthen these initiatives, particularly enhancing positive education, the school is set to launch the **KTS Value Education and Growth Framework** as a comprehensive six-year plan. This framework will **seamlessly integrate Catholic core values, national education, Chinese culture and traditions, the school motto, Positive Education (including the PERMA model), and EDB-prioritised values** into the curriculum and school activities. It aims to foster moral virtues, strengthen national and cultural identity, cultivate character strengths, and instil a growth mindset, preparing students to navigate life's challenges with resilience. Implementation will occur across all Key Learning Areas (KLAs) and administrative teams, embedding these values into schemes of work, annual plans, daily teaching, and LWL lessons, as well as through signature school events like the Chinese Culture Week and RRoaRR Spirit Month. Additionally, to deepen reflective learning habits and increase student engagement, the school will **integrate AI into the learning process** through secure, enterprise-level AI platforms. Students will be guided to use AI tools for **self-management, including analysing their strengths and weaknesses, consolidating knowledge via AI-generated infographics, and summarising key learning points**. These AI-supported learning platforms will provide opportunities for self-practice, instant feedback, and progress tracking, specifically aiding S6 students in generating exam-style questions and evaluating responses to enhance confidence and exam readiness. The Self-Directed Learner Scheme will reinforce these goal-oriented, reflective learning habits through the effective use of AI tools for revision. these goal-oriented, reflective learning habits through the effective use of AI tools for revision.

Performance Indicators SWOT Analysis
Domain 1: Management and Organization

Our Strengths:

1. The school has a well-established administrative system which could maintain its daily operations with clarity and efficiency.
2. More well-established online systems and guidelines shared on shared network drives help teachers retrieve necessary information to facilitate their work.
3. The school has an open, mature and continuously-improving self-reflective culture. This kind of positively-developing self-evaluation culture can enhance continual improvement.
4. The school has good professional leadership that helps the school in launching various initiatives to boost education reforms.
5. There is a devoted and caring team of teachers with good team spirit.
6. The relationship between staff is amiable and harmonious.
7. Our IMC is highly supportive. Experienced IMC managers are contributing to the development of school directions and policies.
8. Adoption of knowledge management and sharing system such as Microsoft Teams strengthens the communication and collaboration among staff.
9. Well-received usage of AI platform enables higher productivity and realisation of ideas by staff.

Our Weaknesses:

1. Teachers' response and in professional development to advancement in educational reforms varies.
2. Escalating demands from routine administrative duties and intensifying accountability frameworks, which restrict teachers' capacity to focus on key pedagogical issues and dedicated student mentorship.

Our Opportunities:

1. The strategic recruitment of energetic new teachers and vice principals, fostering an open-minded, collaborative team culture that is highly responsive to stakeholder accountability.
2. The utilization of the Silver-Jubilee Campus to provide the necessary physical space and resources to expand, empower, and sustain our technology curriculum.
3. Continuous collaboration with external professional bodies to help academic departments refine teaching practices, build robust learning frameworks, and cultivate a positive school culture.
4. Student have recovered from the pandemic period and showing high engagement in school activities and support programmes.

Our Threats:

1. Increasing workload and pressure stemming from continuous educational reforms, coupled with a significant reduction in EDB administrative funding, which necessitates periodic operational streamlining.

2. A sharp projected decline in Hong Kong's birth rate that intensifies inter-school competition, risking an over-emphasis on academic pursuit at the expense of comprehensive, holistic extracurricular programmes.
3. The retirement of some middle managers requiring active succession planning, which is currently mitigated by utilizing retired staff as consultants to ensure structured knowledge transfer.

Domain 2: Learning and Teaching

Our Strengths:

1. Catholic education values are integrated into both formal and informal curricula.
2. Our teachers are highly qualified and dedicated to their students.
3. Most students exhibit a strong work ethic and consistently perform above average academically.
4. Many students have a love for reading and regularly utilize the school library, which boasts a diverse and plentiful collection, and is maintained by an excellent and proactive librarian.
5. The staff works collaboratively and harmoniously.
6. We regularly invite external professionals to improve our learning and teaching practices, assessments, and materials.
7. Over the past three years, students have become more knowledgeable in utilizing various learning strategies, such as note-taking and graphic organizers.
8. The implementation of e-learning platforms and a Bring Your Own Device programme in the junior forms has improved students' learning both in and outside of the classroom and facilitates communication with teachers and classmates.
9. Cross-curricular collaboration among subject areas provides students with a well-rounded education.
10. Our technology curriculum and facilities are top-notch and prepare students for success in STEM fields.
11. Through our previous partnership with the CUHK's Quality School Improvement Project, teachers have gained a deeper understanding of using data and analytics to monitor student progress and improve learning and teaching materials. Further deepening of knowledge is anticipated.
12. We offer gifted education programmes at various levels to accommodate diverse interests and needs.
13. Our state-of-the-art hardware and software infrastructure supports high-quality e-learning.
14. Our Silver-Jubilee Campus provides ample space and enhances support for our gifted education programmes.
15. Students are equipped with self-reflection and self-monitoring skills, enabling them to set goals, formulate plans, and evaluate their performance effectively.

Our Weaknesses:

1. Some students lack habits to consistently reflect on their learning progress. Their self-monitoring habits should be further cultivated.
2. Some students need further guidance to analyze their weakness and formulate specific improvement plans.
3. Despite reading programmes, some high-level students have limited opportunities to read due to a heavy academic workload. Some of the school library's collection is outdated and in need of replacement.
4. Some students need to be further encouraged to develop active learning habits, such as reading, writing, and note-taking skills.

5. Some students are shy when it comes to expressing themselves and communicating in English and Putonghua.
6. Teachers require more training in utilizing technology in their teaching practices.
7. The Scrambler Award Scheme needs further improvement to better recognize academic performance and integrate with an online student growth system.

Our Opportunities:

1. Our goal of promoting positive education programmes will benefit students and teachers by improving their social, emotional, psychological, spiritual, and physical wellbeing.
2. The continued development of e-learning strategies will improve the quality and breadth of education offered to students and provide deeper analysis for students, teachers, parents, and administrators.
3. Further development of the Bring Your Own Device programme will encourage students to develop strong e-learning habits.
4. Collaborating with external organizations such as CUHK, CityU, EdU, EDB, and academic support services will enhance our learning and teaching practices and address diverse student needs.
5. Strengthening the adaptation of new teachers through a structured orientation and enhanced mentorship programme will ensure alignment with the school's learning and teaching standards. Mentors will provide focused support, including lesson observations centered on effective lesson delivery. New teachers are also required to reflect on and present their learning from homework inspection and professional guidance to foster continuous improvement.
6. The school-based academic performance system and Scrambler Award Scheme platform provide comprehensive data to inform tailored strategies for addressing students' diverse needs. Data-driven analysis enables more specific and effective support measures for different student groups, with continuous evaluation conducted to optimise these strategies.
7. The E-learning Committee has strategically utilised the AI for Empowering Learning and Teaching Funding to support diverse learning needs and foster students' independent learning through the effective integration of AI-enhanced tools and platforms.

Our Threats:

1. Students are facing increased academic pressure as more focused strategies and support measures are implemented.
2. The rapid advancement of AI technologies may lead students to rely on AI tools to generate answers for homework, raising concerns about academic integrity, ethical use, and the development of independent thinking skills.
3. Demographic changes and a declining student population may result in fewer student admissions, with greater diversity in learning abilities. This may pose challenges in curriculum planning, resource allocation, and the provision of differentiated support.

Domain 3 and 4: School Ethos, Student Support and Students' Achievements

Our Strengths:

1. Statistics indicate that our Positive Education culture and Catholic Education core values have been successfully strengthened over the past cycle. These elements are now deeply rooted in our school culture and routine practices.
2. Our school community continues to be characterised by a harmonious, friendly, and warm atmosphere. Teachers are highly approachable, caring, and prioritise the holistic well-being of their students.
3. Our students are diligent, well-mannered, humble and conscientious. They demonstrate an eagerness to unleash their strengths in life-wide learning activities and achieved various local and international awards.
4. We maintain a highly effective, comprehensive support network for student growth. The seamless collaboration among our student support team, school social workers, educational psychologists, speech therapists, and external resources ensures the smooth implementation of preventive and developmental programmes.
5. Our close relationships with the PTA and alumni remain a vital asset, allowing us to enhance student support and school development through the active involvement of parents and former students.
6. The Student Growth Portfolio system serves as an online visual positive educational environment. Teachers recognise and praise students based on their character strengths. The system integrates a mental health questionnaire and tracks students' status over the years.

Our Weaknesses:

1. Although we possess a strong foundation in our existing growth framework, the integration of newly added prioritised EDB's values requires attention. Our newly formulated KTS Value Education and Growth Framework requires a systematic rollout and deeper integration to ensure comprehensive, whole-person development.
2. There is still a need for further analysis to evaluate students' non-academic achievements. This is necessary to help them better understand their overall health status and personal strengths, enabling them to set goals for continuous self-improvement.
3. While students are well-behaved, there is a need to further empower them with advanced leadership skills, independent planning abilities, and proactive goal-setting.
4. The campus is neat and tidy, but the physical environment could do more to visibly celebrate student engagement, showcase their achievement, and visually reinforce our positive education culture.

Our Opportunities:

1. The commencement of the new development cycle provides the opportunity to launch the KTS Value Education and Growth Framework. This comprehensive six-year plan will provide a clear, shared mission for all teachers regarding student development.

2. Capitalising on the growing societal and educational emphasis on holistic health, we have the opportunity to proactively promote and enhance our students' physical and mental well-being. We can leverage this momentum to deepen our whole-school support by explicitly promoting the Mental Health 4R elements (Rest, Relaxation, Relationship, Resilience). This will enable us to effectively alleviate stress, foster a positive education grounded in a growth mindset and gratitude, and cultivate healthy lifestyle habits.
3. Building upon our consistently improving academic standards, we are well-positioned to further stretch our high-achieving students. By actively engaging them in external competitions and advanced enrichment programmes, fostering their self-confidence and broadening their horizons
4. Partnering with external organisations and professionals can enrich the implementation of positive education and parent education, providing innovative approaches to student well-being.

Our Threats:

1. The increasing societal norm of frequent gadget and online platform usage poses a threat to students' physical health, motivation, and active participation in school life.
2. The growing complexity of family dynamics continues to impact student well-being. We must remain vigilant in addressing the needs of students facing challenges.
3. Both students and parents often continue to prioritize academic examinations over extracurricular activities, healthy routines, and social relationships, which may hinder whole-person development.
4. The pressure of public examinations remains a significant source of stress for senior students, requiring ongoing, targeted resilience-building and emotional support.

2. Major Targets of the 2026/27 – 2028/29 School Development Cycle

Based on the above holistic review of school performance, the major targets for the upcoming cycle are:

1. **To further provide support and strengthen students' reflective learning habits and engagement in learning**
2. **To cultivate a strategic KTS Value Education and Growth Framework embedded with Catholic Education Core Values**

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

1. To further provide support and strengthen students' reflective learning habits and engagement in learning

Major Targets	Targets	Time Scale (Please insert ✓)			Outline of Strategies *AI-related initiatives	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. **To further provide support and strengthen students' reflective learning habits and engagement in learning**	a. Further strengthen lesson design and optimise the use of assessment tools to enhance student participation, while developing students' self-monitoring capabilities—including goal setting, planning, evaluation, and tracking of learning progress and language proficiency—and further advancing the precision and impact of reflective learning through diverse strategies, including the	✓	✓	✓	School Level: • *Procure and implement appropriate AI platforms for teachers and students to enhance teaching effectiveness, data analysis, personalised learning, and reflective practices. • Utilise various assessment tools and platforms (e.g. AQP, DSE, TSA, Pre-S1 AT) to provide teachers with comprehensive data for analysis and the implementation of targeted follow-up measures. • Systematically analyse internal assessment data (e.g. Internal Standard Test (S.1 & S.4), DSE Prediction (S.4 & S.5)) across KLAs to monitor students' progress and strengthen their self-monitoring skills, such as categorising question types and identifying specific weakness or skill areas requiring further support. • Foster cross-subject collaboration to strengthen Language across the Curriculum (LAC) and Reading across the Curriculum (RAC) initiatives. • Restructure lesson time and curriculum planning where appropriate to better support and integrate LAC and RAC initiatives into daily classroom practices. • Encourage students to make consistent use of the academic tracking system to track academic performance foster effective learning strategies.	• National Identity and Global Perspective • Breadth of Knowledge • Language Proficiency • Generic Skills • Digital Literacy • Life Planning

	appropriate use of AI tools.				KLAs Level: • *Further strengthen students' self-management and monitoring skills, including goal-setting, planning, reflection, and progress evaluation. (e.g. integrating the use of AI for personal strength and weakness analysis, and formulation of focused and effective action plans) • *Guide and monitor students in using AI tools to consolidate knowledge, including creating and maintaining digital notes, organising concepts using AI-generated infographics and organisers, and summarising key learning points. (e.g. Notebook LM) • Promote the effective use of self-access assessment tools and learning platforms (e.g. SPARK, OQB, DFS, digital reading platforms) to enable students to monitor their learning progress and identify strengths and weaknesses to enable adaptive learning. • Adhere to KTSCSS Effective Lesson Guidelines to enhance and monitor lesson quality, student engagement, and learning effectiveness. • Refine and enhance lesson design, and develop subject-based assignments and teaching materials (e.g. post-assessment evaluation tasks, marking rubrics, self- and peer-evaluation forms) to systematically guide students in setting targets, planning improvement strategies, evaluating performance, and monitoring learning progress through continuous reflection. • Interpret public exam data and DSE statistical report to formulate focused learning and teaching materials to enrich the DSE shared folder (DSE corner). Incorporate these materials in daily teaching. • Collaborate with LET to develop LAC-related learning and teaching materials and formulate cross-subject language initiatives (e.g. language-focused assessment criteria, subject-specific vocabulary-building strategies, academic language scaffolding).	

					• Collaborate with LET to strengthen RAC initiatives in order to systematically develop students' reading, writing, presentation, and speaking skills across subjects. Student Level: • Provide resources like self-access assessment tools and platforms (e.g. OQB, DFS, SPARK) to allow students to monitor their learning progress and identify their strengths and weakness. • Provide students in focused group with AI tools for personal strength and weakness analysis, and formulation of focused and effective action plans • Provide students with AI tools (e.g. Notebook LM) to consolidate knowledge, including creating and maintaining digital notes, organising concepts using AI-generated infographics and organisers, and summarising key learning points.	

	b. Increase students' participation, confidence, and sense of achievement by addressing learner diversity, while extending the potential of high-performing students through a range of strategies, including the effective and	✓	✓	✓	School Level: • Optimise curriculum or foster KLA collaboration to offer gifted-learning elements. (IM, entrepreneurial elements) • Further enhance opportunities for high-calibre students to realise their full potential through well-structured gifted education programmes. • Utilise external resources to coordinate small-group and individualised academic support programmes. • Monitor the integration of CLD elements in lesson planning, assignments, and assessment design. • Coordinate learning activities to enhance student motivation, engagement, and active participation. • Secure additional funding and resources to expand academic scholarships in recognition of students' achievements and efforts.	• Breadth of Knowledge • Language Proficiency • Generic Skills • Digital Literacy • Life Planning • Healthy Lifestyle

	appropriate use of AI tools.				• Identify specific learning needs and allocate appropriate resources to facilitate split-class arrangements where necessary. • Provide structured career guidance programmes for high-calibre students to strengthen their aspirations and future planning. • Structure the DSE (Do Something Effective) lessons to engage the low-achievers in personalized learning. KLAs/Committee Level: • *Develop subject-based AI agents to deliver progressive, differentiated, and personalised learning experiences aligned with curriculum objectives and students' learning needs. • *Emphasize Growth Mindset and design subject-based tasks and assessments (with the assistance of AI) that enable lower-achieving students to recognise their progress and experience a sense of accomplishment. (e.g. help corners, graded learning materials) • Incorporate the principles of positive education in the teaching schedule and provide constructive feedback and praises to support students and enhance their confidence. (e.g. Growth Portfolio) • Organise a variety of engaging learning activities (internal and external competitions) to increase students' motivation and active participation. Provide appropriate challenges for high-achieving students to sustain their interest and engagement. • Adopt diversified teaching strategies and multiple modes of assessment to cater to students of different achievement levels. • Provide targeted academic support for individuals and small groups outside regular lesson time.	

	c. Cultivate a collaborative professional culture to transform the school into a professional learning community that supports students' academic growth.	✓	✓	✓	School Level: • *Engage external professional bodies to deliver professional development for teachers and middle managers (e.g enhancing questioning techniques and effective feedback strategies, strengthening senior/middle managers' leadership (instructional/curriculum leadership and school development capacity), use of AI in learning and teaching, data analysis) • Promote cross-KLA professional development and sharing by optimising the Co-op Programme, with a focus on strengthening questioning techniques and feedback practices. • Conduct systematic assignment inspections to foster students' active learning habits, including goal setting, AI planning improvement strategies, evaluating performance, and monitoring learning progress through continuous reflection. • Provide structured professional development, lesson observations, and a mentorship programme to support the professional growth of new teachers. • Encourage teachers to attend internal AI training and training provided by external organisations (e.g. EDB). KLAs Level: • *Promote intra-departmental sharing and formulate subject-based strategies to enhance teaching efficiency (including the use of AI), provide timely feedback, and deliver tailored and personalised learning support. • Adhere to KTSCSS Effective Lesson Guidelines to enhance and monitor lesson quality, student engagement, and learning effectiveness. • Support and empower new department members in lesson design, classroom pedagogy, assessment literacy, and the integration of AI-enhanced teaching strategies. • Effectively utilize assignment sharing, co-op and open lesson arrangement the enhance effectiveness of learning and teaching within departments.	• National Identity and Global Perspective • Breadth of Knowledge

2. To cultivate strategic KTS Value Education and Growth Framework embedded with Catholic Education Core Values	"Embed It, Teach It" 2.1 Implementing KTS Value Education and Growth Framework in a six-year cycle	✓	✓	✓	School Level ✧ Spearhead the KTS Value Education and Growth Framework: Seamlessly integrate Catholic core values, national education, Chinese culture and traditions, the school motto, Positive Education, and EDB-prioritised values. Deeply anchor the annual themes within the School Development Plan and Annual School Plan, strategically embedding them into major targets and schemes of work. Empower stakeholders to align with this shared mission, facilitating holistic education that instils moral virtues, strengthens national and cultural identity, cultivates character strengths, fosters a growth mindset, and equips students to navigate life's challenges with resilience. ✧ Leverage the 40th Anniversary Celebrations: Capitalise on the school's milestone anniversary and its extension activities to engage students in diverse, meaningful experiences. Ensure these events closely align with the 2026/27 annual theme—United in Adversity and Prosperity (Family) + PERMA—fostering a unified and celebratory campus spirit.	✧ National Identity and Global Perspective, ✧ Breadth of Knowledge ✧ Healthy Lifestyle
		✓			✧ Drive a structured, 6-year framework with specific annual themes to ensure progressive and sustainable student development: ● 2026/27: United in Adversity and Prosperity (Family) + PERMA + Values: Commitment, Filial Piety, and Unity.	
			✓		● 2027/28: Synodality and Companion (Life) + Accomplishment + Values: Passion, Hope, and Leadership.	
				✓	● 2028/29: Faithfulness (Life) + Positive Engagement + Values: Responsibility, Perseverance, and Diligence.	
		✓	✓	✓	✧ Optimise Value Education and Growth Framework Strategies: Consolidate and refine strategies proposed by Key Learning Areas (KLAs) and the administrative team. Systematically utilise morning assemblies, Class Teacher Periods, and Life-Wide	✧ Breadth of Knowledge ✧ Healthy

					Learning (LWL) lessons as dedicated platforms. ✧ Infuse Positive Education into signature school events: Strategically embed Positive Education principles into major annual activities—such as Information Day/Learning Celebration, Sports Days, leadership training, and extra-curricular activities (ECA)—to foster student engagement and a sense of meaning. Orchestrate memorable whole-school initiatives, including the KTS Positive Vibe Christmas Celebration, Chinese Culture Week, RRoaRR Spirit Month, Talent Show and KTS Olympics to cultivate strong positive relationships. Furthermore, strengthen school connectedness through morale-boosting traditions like the S6 Cheering Activity and Ice Cream Day. ✧ Cultivate a Shared Language: Establish the principles of Positive Education as a common vocabulary within the school community. Consistently integrate this shared language across all touchpoints, including daily interactions, activity debriefings, academic feedback, student handbooks, and Parents' Days communications. Embed the usage of the Growth Portfolio in Parents' Days on the appreciation of students' character strengths.	Lifestyle
		✓	✓	✓	✧ Recognition Platforms: Acknowledge the contributions of student leaders and outstanding achievers through targeted campaigns like the Character Strength Star of the Month and the Active Campus Engagement Competition. Utilise online platforms to amplify praise for positive behaviours and deliver uplifting messages. ✧ Inaugurate the Patron Saint Statue as a Spiritual Anchor: Unveil the statue of St. John Paul II on campus to serve as a profound spiritual and value education landmark that coincides with our school value system. Convey the school's core Catholic messages of respecting human dignity, embracing hope, and acting with courage, while honouring his profound legacy of empowering young people. Encourage our students, teenagers, as the hope of the future, to pursue their calling with faith, purpose, and fearlessness.	✧ Healthy Lifestyle ✧ Generic Skills

					✧ Enhance the Positive Campus Environment: Strategically display annual thematic messages, posters, and vibrant showcases of student school life across classrooms and school buildings. This visually enriching environment will continuously reinforce the importance of value education, promote positive relationships, and contribute to a joyful, inspiring atmosphere for students.	
		✓	✓	✓	✧ Data-Driven Pastoral Support: Harness the online student growth portfolio to consolidate wellbeing statistics and proactively address students' holistic needs. Administering targeted questionnaires to assess mental health, family dynamics, and interpersonal relationships. Analyse the data to identify at-risk individuals early, thereby facilitating timely interventions and personalised support in line with the three-tier model.	✧ Healthy Lifestyle
		✓	✓	✓	KLAs and Admin Team Level ✧ Operationalise KTS Value Education and Growth Framework across the Curriculum: Ensure all KLAs and admin teams systematically embed the KTS Value Education and Growth Framework into their schemes of work, annual plans, and daily teaching and learning processes. Committees will design and deliver curricula that seamlessly integrate Positive Education, Catholic religious teachings, and character strengths through lesson learning, life-wide learning, implementation, service and whole school ethos. ✧ Execute Experiential Learning and Cross-Curricular Synergy: Deliver comprehensive Value Education and Growth strategies through dedicated timetabled periods, including Life-Wide Learning (LWL) lessons across all forms. Foster collaboration between departments and committees to design immersive, experiential activities that deepen students' connection to the annual themes. Utilise diverse and engaging pedagogical approaches—such as interactive workshops, expert seminars, film screenings, and educational visits—to actively promote holistic value education, positive education and national education.	✧ National Identity and Global Perspective ✧ Breadth of Knowledge ✧ Healthy Lifestyle

	"Learn It, Live It Out" 2.2 Fostering Holistic Well-being and Positive Lifestyles	✓	✓	✓	School level ✧ Institutionalise the Mental Health Charter (4R: Resilience, Rest, Relaxation, and Relationship). Anchor the 4R-related elements within the School Development Plan and Annual School Plan, strategically embedding them into major targets and schemes of work. Empower stakeholders to align with this shared mission to facilitate well-being development. ✧ Launch the newly established "LevelMind" relaxation room for staff and students: Promote Levelmind as a shared sanctuary for the entire school community. Open to both staff and students, supports the Rest and Relaxation pillars of the Mental Health Charter, providing a safe, calming environment for mental rejuvenation, stress reduction, and emotional regulation, thereby fostering a healthier, more supportive campus culture. ✧ Promote mental health related information and activities in the morning assembly and class teacher period together with our Positive Education curriculum. ✧ Foster a Positive Workplace Culture: Support and encourage staff to relieve pressure, promote mental health and well-being, enabling them to serve as positive role models for students. ✧ Safeguarding Student Support Policies: Review and implement student support policies with a focus on increasing and consolidating positive behaviours to sustain a safe, inclusive, and nurturing campus. Key initiatives include child protection protocols, Mental Health Charter (4Rs), Healthy School Policy, healthy and environmentally friendly lunch agreements, and anti-bullying, anti-racism, anti-sexual harassment, anti-discrimination and other student protection policies.	✧ Healthy Lifestyle
		✓	✓	✓	✧ Cultivate Student Leadership and Agency: Expand student involvement in the planning and execution of school activities through the "Key To Success (KTS)" Leadership Programme. Nurture future leaders by equipping them with confidence, a profound sense of gratitude, and practical leadership skills.	✧ Generic Skills

					✧ Drive Physical Fitness: Launch the KTS Healthy Milestones to encourage students to engage in physical activity. Nurture self-management skills, build physical and mental resilience, and establish lifelong healthy routines through systematically tracking their exercise habits across school cycles. Incorporate AI into PE lessons to empower students to take ownership of their learning — developing the ability to self-direct, self-assess, and cultivate an active and healthy lifestyle.	
		✓	✓	✓	KLAs and Admin Team Level ✧ Initiate Mental Health-related activities: Guide all Key Learning Areas (KLAs) and administrative teams to undertake an exploration. Ensure departments begin embedding the 4Rs (Resilience, Rest, Relaxation, and Relationship) into their schemes of work, annual plans, and daily teaching and learning processes. Committees will design and deliver curricula or activities to foster students' mental well-being.	✧ Healthy Lifestyle
		✓	✓	✓	Teacher Level ✧ Cultivate Professional Learning Communities (PLCs): Foster a culture of self-directed professional growth by empowering teachers to actively engage in collaborative PLCs, focus on equipping staff with advanced pedagogical skills, positive classroom management strategies, and specialised knowledge in mental health, values education, and national education.	✧ National Identity and Global Perspective ✧ Breadth of Knowledge ✧ Healthy Lifestyle
		✓	✓	✓	Parent level ✧ Strengthen Home-School Partnerships through Parent Education: Offer robust Positive Education courses, mental health promotion, national education and parent education programmes via expert talks, interactive workshops, dedicated websites, and newsletters. Organise experiential events to share the school's common language of well-being, ultimately enhancing the mental health, resilience, and flourishing of both parents and their children.	✧ Breadth of Knowledge ✧ Healthy Lifestyle

		✓	✓	✓	Student Level ✧ Nurture confident and grateful future leaders: empowering students to take the initiative in planning and engaging in school activities, embracing Mental Health 4Rs, Value Education and Growth Framework including PERMA, and VIA character strengths and embodying Catholic education core values, national education, school motto, EDB prioritised value and Chinese culture elements.	✧ Healthy Lifestyle
		✓	✓	✓	Alumni level ✧ Assist the LP committee in organising Life Planning Day and other opportunities for graduates to connect with our students and share their experiences in the workplace and life. ✧ Collaborate with the 40th Anniversary Promotion Committee to create the alumni sharing website, showcasing Taksengian's store from various aspects in the workplace.	✧ Life Planning

Major Target 1: To enrich students' reflective learning habits and engagement in learning

Major Target 1	**Annual Focus**		
	2026-2027	**2027-2028**	**2028-2029**
	Reflective learning habit 2.0		
1. Further strengthen lesson design and optimise the use of assessment tools to enhance student participation, while developing students' self-monitoring capabilities—including goal setting, planning, evaluation, and tracking of learning progress and language proficiency—and further advancing the precision and impact of reflective learning through diverse strategies, including the appropriate use of AI tools	● Organise professional development (PD) sessions on AI, assessment literacy, and reflective learning. ● Conduct panel sharing sessions to disseminate good practices in lesson design and assessment.	● Continue PD on AI integration and reflective learning strategies. ● Evaluate effectiveness of Smart Focus Group through	● Review overall implementation and impact across pilot forms. ● Institutionalise effective strategies across multiple forms.

2. Increase students' participation, confidence, and sense of achievement by addressing learner diversity, while extending the potential of high-performing students through a range of strategies, including the effective and appropriate use of AI tools.	● Explore appropriate use of AI tools to help students analyse weaknesses and generate personalised improvement plans. ● Establish a Focus Group in selected focused classes, involving AI-ready panel members. ● Explore development of subject-based AI agents (e.g. Gems) to create personalised learning agents for students in focused classes.	data analysis and feedback. ● Optimise strategies based on evaluation findings. ● Implement refined AI-supported strategies in one targeted form. ● Deploy subject-based AI agents in the selected form. ● Conduct systematic evaluation of effectiveness.	● Standardise AI-assisted reflective learning framework. ● Finalise and complete subject-based AI-assisted learning strategy across the curriculum.
3. Cultivate a collaborative professional culture to transform the school into a professional learning community that supports students' academic growth.	"Good Lesson" - KTSCSS Effective Lesson Guidelines - Questioning Techniques (Q-T) - Exploring AI usage in L&T	"Good Lesson" - KTSCSS Effective Lesson Guidelines - Co-op on Q-T and lesson design - Effective feedback - Deepening and sharing the usage of AI in L&T	"Good Lesson" - KTSCSS Effective Lesson Guidelines - Questioning Techniques - Effective feedback - Deepening and sharing the usage of AI in L&T - Incorporate in daily teaching routines
	"Assignment design" - Reflective learning habits and incorporation of AI - Rubrics - Learning checklist - Effective feedback - Error log, etc.		

Major Target 2: ***To cultivate strategic KTS Value Education and Growth Framework embedded with Catholic Education Core Values***

Rooted in Catholic education, our Value Education and Growth Framework upholds the school motto: "Faithfulness (忠), Forgiveness (恕), Sincerity(誠), and Intelligence(明)." It integrates positive education, character formation, and Chinese cultural virtues, shaping students into individuals of virtue, wisdom, and service. We are committed to building a high-quality education system and fostering a lifelong learning society, guiding students to live with purpose, love, and faith.

Education is the awakening of the soul and the pursuit of truth. Grounded in the Five Core Values of Catholic Education—Life, Love, Family, Justice, and Truth—our framework aligns with the Education Bureau's value education initiatives and the PERMA model of positive education. We nurture students to seek wisdom, cultivate character, and unite knowledge with action, shaping them into principled individuals who embrace righteousness with humility and strength.

Over a six-year cycle, our framework fosters moral and spiritual growth through religious studies, moral education, service-learning, and interdisciplinary learning. We transform knowledge into action, belief into devotion, and cultivate students who stand firm in virtue, serve with love, and lead with integrity. Empowered by faith and wisdom, they become beacons of hope, living out Christ's call to be the salt of the earth and the light of the world, radiating love, justice, and truth in all they do.

Major Targets 2

To cultivate strategic KTS Value Education and Growth Framework embedded with Catholic Education Core Values

1. **Embed It, Teach It: Implementing Value Education and Growth Framework**
2. **Learn It, Live It Out: Fostering Holistic Well-being and Positive Lifestyles**

	Annual Focus		
Year	2026/27	2027/28	2028/29
Core Values	Family	Life	Life
School Motto	United in Adversity and Prosperity	Synodality (Companion)	Faithfulness
EDB Values	National Identity Law-Abidingness Commitment Filial Piety Unity	National Identity Law-Abidingness Commitment Responsibility	National Identity Law-Abidingness Perseverance Responsibility Diligence

Positive Education Themes	PERMA	Accomplishment	Positive Engagement
Corresponding Character Strengths / Key Concepts	Gratitude Growth mindset Bravery Love Kindness Teamwork Social Intelligence	Gratitude Growth mindset Zest Enthusiasm Passion Bravery Hope Leadership Creativity	Gratitude Growth mindset Perseverance Self-Regulation Prudence Honesty Resilience Conscientious