

## Major Concern 1 : To enhance learning effectiveness

### Briefly list the feedback and follow-up actions from the previous school year:

- Most of the strategies adopted to stretch students' potential to the fullest were effective, and we would continue to use those strategies with some modifications. The scale of S1-S3 pilot classes would be extended. To cater for the higher-achievers in junior forms, we plan to arrange some lift-off classes for them in the coming academic year.
- Collaborative culture in learning and teaching is building up. For the S2 cross-curriculum PSHE group project, it was suggested that Life and Society and can also be integrated with Chinese history, Geography, and History in the project day.
- The 3-tier framework is effective in promoting STEM education. To strengthen the promotion of STEM education, we would explore the possibility of introducing school-wide STEM events/ activities, and devise a plan for arranging teachers to undergo core professional development training on STEM education.

### Intended Outcome (1):

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<b>(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)</b>						
Embrace learner diversity and stretch students' potential to the fullest	<ul style="list-style-type: none"> <li>● Implement Lift-off classes in core subjects in junior forms to enhance the capacity to cater for learner diversity</li> <li>● Extra support, like small-group supplementary classes, are provided to S6 students in preparing for DSE examination</li> <li>● Enrich students' learning experience through learning activities and opportunities beyond the classroom</li> </ul>	<ul style="list-style-type: none"> <li>● Good progress and improvement in academic results of students, who participate in the lift-off classes in academic studies</li> <li>● Majority of S6 students agreed that the extra support is useful to help them to cope up with the pressure in taking DSE examination and achieve better DSE results</li> <li>● More activities and opportunities are provided for students to widen their horizons and enrich their knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance record and feedback from tutors</li> <li>● Analysis of academic results of students participated in the lift-off classes</li> <li>● Evaluation meetings with department heads of DSE subjects</li> <li>● Evaluation focus group meetings with S6 students</li> <li>● Annual reports of subject departments, committees and ECAs</li> </ul>	Sep 23 – Aug 24	<ul style="list-style-type: none"> <li>● Academic Committee</li> <li>● Subject departments and Subject teachers</li> <li>● ECAs</li> </ul>	<ul style="list-style-type: none"> <li>● Tutors</li> <li>● Financial resources (e.g. CEG, LWL grant)</li> </ul>

**Intended Outcome (2):**

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<p>Develop a collaborative culture in learning</p>	<ul style="list-style-type: none"> <li>● Nurture a collaborative culture among students                             <ul style="list-style-type: none"> <li>- Arrange more collaborative learning strategies, like group work and group project, in learning and assessment</li> <li>- Learning activities are organized by S1 – S5 class associations</li> </ul> </li> <li>● Nurture a collaborative culture and professional sharing among teachers                             <ul style="list-style-type: none"> <li>- Make use of Teacher Common Learning Time (TCLT) and Staff development days for professional sharing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Enhance the collaborative elements in classroom learning and assessment</li> <li>● Majority of our teachers engage in peer lesson observation on voluntary basis</li> </ul>	<ul style="list-style-type: none"> <li>● APASO III / stakeholders’ survey</li> <li>● Teachers’ observation and form meeting minutes</li> <li>● Annual reports of subject departments</li> <li>● Annual report of Staff Professional development committee</li> <li>● Records of lesson observation</li> </ul>	<p>Sep 23 – Aug 24</p>	<ul style="list-style-type: none"> <li>● Subject departments and Subject teachers</li> <li>● ECAs</li> <li>● Class teachers and class association</li> <li>● Staff Professional development committee</li> </ul>	<ul style="list-style-type: none"> <li>● TCLT</li> <li>● Staff development days</li> </ul>

**Intended Outcome (3):**

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Foster students' interest and enrich their knowledge in STEM education	<ul style="list-style-type: none"> <li>● Embed the elements of STEM education in related subjects' curricula (KLAs of Science, Technology and Mathematics Education)</li> <li>● Hold school-based events/extracurricular activities/workshops with STEM elements</li> <li>● Engage students in various programmes offered by professional bodies or tertiary institutions/competitions/events related to STEM education</li> </ul>	<ul style="list-style-type: none"> <li>● The evidence of incorporation of STEM elements into subject curriculum</li> <li>● School-based events/extracurricular activities/workshops with STEM elements are organized and student participants give positive feedback</li> <li>● More students participate in STEM related activities / competitions outside school</li> </ul>	<ul style="list-style-type: none"> <li>● Teaching plans &amp; annual reports of STEM-related Subject departments</li> <li>● Evaluation by teacher-in-charge of STEM-related ECAs</li> <li>● Students' participation figures and competition results</li> </ul>	<ul style="list-style-type: none"> <li>● Sep 23 – Aug 24</li> </ul>	<ul style="list-style-type: none"> <li>● STEM team</li> <li>● STEM-related Subject departments and Subject teachers</li> <li>● Teacher-in-charge of STEM-related ECAs</li> </ul>	<ul style="list-style-type: none"> <li>● Financial resources (e.g. CEG, LWL grant)</li> </ul>

**Major concern 2: To cultivate students' positive values and capability conducive to their whole person development**

**Briefly list the feedback and follow-up actions from the previous school year:**

- Students are engaged in the activities and they have a better understanding about Christian value 'Love'. We would continue to nurture students another Christian values by various means.
- Mainland visits are effective to let students know more about our motherland. Some students reflected that the one-day visit to Shenzhen was too rush. Two or three days were suggested.
- The talks / activities /refined teaching plans could mostly achieve the objectives. They would be further enhanced in the next year.

**Intended Outcome (1):**

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Students embrace Christian value	<ul style="list-style-type: none"> <li>• Nurture students' Christian value of Integrity (誠信)                             <ul style="list-style-type: none"> <li>- Sharing sessions are conducted in morning programme/ assembly</li> <li>- The value is implemented in Religious Education lessons</li> <li>- Activities are held by Christian Fellowship and the Boys' Brigade respectively</li> <li>- Reading articles are prepared for morning programme / RE lesson</li> <li>- Teachers share hymns / Bible verses in assemblies</li> </ul> </li> </ul>	<input type="checkbox"/> Most of the students agree that they have better understanding of the value	<ul style="list-style-type: none"> <li>• Annual reports of committees and ECAs concerned</li> <li>• Student survey</li> </ul>	Sep 23 – Aug 24	<ul style="list-style-type: none"> <li>• REAC</li> <li>• Religious Education Department</li> <li>• Christian Fellowship</li> <li>• Boys' Brigade</li> </ul>	

**Intended Outcome (2):**

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Enhance students' sense of national identity, nurturing students as good law-abiding citizens	<input type="checkbox"/> Training programs are organized to nurture students to become responsible leaders with positive values <input type="checkbox"/> Foster students' national identity and develop students' positive attitudes and values <ul style="list-style-type: none"> <li>- Sharing sessions / talks are conducted in morning programmes/ assemblies</li> <li>- Book exhibition is organised by the Library</li> <li>- Visits to mainland are organised for students</li> </ul> <input type="checkbox"/> Incorporation of national identity, positive attitudes and values elements into subject curriculum	<input type="checkbox"/> Most of the students agree that their sense of national identity is enhanced, and they received messages about positive attitudes and values from various activities in school	<ul style="list-style-type: none"> <li>• Annual reports of committees and ECAs concerned</li> <li>• Student survey</li> </ul>	Sep 23 – Aug 24	<ul style="list-style-type: none"> <li>• Discipline Committee</li> <li>• Counselling &amp; Guidance Committee</li> <li>• ECA Committee</li> <li>• National Security Education Team</li> <li>• MCNE Committee</li> <li>• Library</li> <li>• EAC Committee</li> <li>• Subject Departments</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources (e.g. CEG, LWL grant)</li> </ul>

**Intended Outcome (3):**

<b>Target</b>	<b>Implementation Strategy</b>	<b>Success Criterion</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>Responsible person</b>	<b>Resource Required</b>
Students are to be perseverant	<ul style="list-style-type: none"> <li>Talks/activities for students are organized to enhance students' physical, mental well-being and resilience towards adverse situations</li> <li>Promote self-appreciation, self-confidence and the appreciation of beauty and excellence around us</li> <li>Form period on self-appreciation is organized for junior form and senior form respectively</li> </ul>	<ul style="list-style-type: none"> <li>Most teachers agree that students are more perseverant.</li> </ul>	<ul style="list-style-type: none"> <li>Annual reports of committees, teams and ECAs concerned</li> <li>Minutes of form meetings</li> <li>Teachers' Observation</li> </ul>	Sep 23 – Aug 24	<ul style="list-style-type: none"> <li>Counselling Committee</li> <li>Healthy School Team</li> <li>MCNE Committee</li> </ul>	<ul style="list-style-type: none"> <li>Financial resources (e.g. CEG, LWL grant)</li> <li>Form Period</li> </ul>

**Intended Outcome (4):**

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<p>Students become more aware of the unhealthy elements in our society and learn to resist temptation</p>	<ul style="list-style-type: none"> <li>• Talk/activity for students is organized to raise students' awareness of the negative impact of video games, social media and electronic devices addiction</li> <li>• Talk/workshop for parents is organized to strengthen parents' and teachers' skills in analyzing and identifying students' potential problems, especially cyber addiction</li> </ul>	<ul style="list-style-type: none"> <li>• Most participating students agree that the talks / activities organized can achieve the objective</li> <li>• Most participating teachers and parents agree that the seminars/workshops organized can achieve the objective</li> </ul>	<ul style="list-style-type: none"> <li>• Annual reports of committees, teams and ECAs concerned</li> <li>• Student, parent and teacher survey</li> </ul>	<p>Sep 23 – Aug 24</p>	<ul style="list-style-type: none"> <li>• Discipline Committee</li> <li>• MCNE Committee</li> <li>• PTA Affairs Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Financial resources (e.g. CEG, LWL grant)</li> <li>•</li> </ul>