

Sheng Kung Hui Tang Shiu Kin Secondary School

School Development Plan 2024/25-2026/27



Sheng Kung Hui Tang Shiu Kin Secondary School

1. School Vision and Mission

Vision

To be one of the best schools in the territory to provide high quality whole-person education for students.

Mission

Our school, founded in the year 1962, is an Anglican Church School that fully embraces the Christian ethos. As a Christian school, Sheng Kung Hui Tang Shiu Kin Secondary School believes in honoring the innate value of every individual created by God. The school motto is HYPOMONE, the Greek word meaning "perseverance, forgiveness and tolerance", all important Christian virtues.

At the heart of this school community lies the belief that each student is unique and valuable. Based on Christian values, our school and teachers provide ample opportunities and an ideal environment to engage students in a balanced education that embraces morality, intelligence, physical development, social awareness, aesthetics and spirituality. We are dedicated to nurturing a future generation of young people who are compassionate and responsible, as well as independent thinkers.

2. School Goals

Be an Avid Learner with Benevolence and Vision

具識見 愛比鄰 弘志向

3. School Motto

HYPOMONE, the Greek word meaning "perseverance, forgiveness and tolerance",

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24¹

Major Concern and Targets	Extent of the Targets Achieved	Follow-up Actions	Remarks
<p><u>Major Concern 1:</u> 1. Enhancing the learning and teaching effectiveness</p> <p>1.1 To enhance students' motivation to learn and strive for excellence</p> <p>1.2 To cater for the needs of students with weaker academic ability and lower motivation</p> <p>1.3 To further promote IT in education and interactive learning through e-learning</p> <p>1.4 To further enhance students' self-directed learning strategies</p>	<p>Mostly achieved</p> <p>Mostly achieved</p> <p>Mostly achieved</p> <p>Mostly achieved</p>	<ul style="list-style-type: none"> • Continue to be a major concern for the next development cycle with an adjusted target • Continue to be a major concern for the next development cycle with an adjusted target • Continue to be a major concern for the next development cycle with an adjusted target • Continue to be a major concern for the next development cycle with an adjusted target 	<p>Some planned activities and programmes were postponed or cancelled due to the pandemic.</p>

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.

1.5 To further enhance teaching effectiveness	Mostly achieved	<ul style="list-style-type: none"> To be incorporated as routine work 	
1.6 To promote “Reading to Learn” and “Language across the Curriculum”	Partly achieved	<ul style="list-style-type: none"> Continue to be a major concern for the next development cycle with an adjusted target 	
2. Curriculum design			
2.1 To implement national education, national security education, and strengthen Basic Law and value education	Mostly achieved	<ul style="list-style-type: none"> Continue to be a major concern for the next development cycle with an adjusted target 	
2.2 To put more emphasis on generic and/or higher-order thinking skills training	Mostly achieved	<ul style="list-style-type: none"> Continue to be a major concern for the next development cycle with an adjusted target 	
2.3 To further develop Technology Education curriculum by strengthening STEM Education	Mostly achieved	<ul style="list-style-type: none"> Continue to be a major concern for the next development cycle with an adjusted target 	
2.4 To reinforce the learning of Chinese history and Chinese culture	Mostly achieved	<ul style="list-style-type: none"> Continue to be a major concern for the next development cycle with an adjusted target 	

Major Concern and Targets	Extent of the Targets Achieved	Follow-up Actions	Remarks
<p><u>Major Concern 2:</u> Character Formation</p> <p>Targets:</p> <ol style="list-style-type: none"> 1. To further enhance students’ self-motivation for learning and encourage a sense of ownership in learning 2. To strengthen the sense of belonging to school among students 3. To foster empathy and build caring interpersonal relationships at both the peer and community levels 4. To increase students’ sense of national identity 5. - To promote mental wellness among students and teachers; - To nurture positive values in students 	<p>Partly achieved</p> <p>Mostly achieved</p> <p>Mostly achieved</p> <p>Mostly achieved</p> <p>Mostly achieved</p> <p>Partly achieved</p>	<ul style="list-style-type: none"> ● To be incorporated as routine work for further refinement ● To be incorporated as routine work for further refinement ● Continue to be a major concern for the next development cycle with an adjusted target ● Continue to be a major concern for the next development cycle with an adjusted target ● Continue to be a major concern for the next development cycle with an adjusted target 	<p>Some planned activities and programmes were postponed or cancelled due to the pandemic.</p>

Major Concern and Targets	Extent of the Targets Achieved	Follow-up Actions	Remarks
<p><u>Major Concern 3:</u> Resources and Network Building</p> <p>1. To build up the public image of the school via the alumni network, encouraging more alumni to contribute to TSK for the benefits of students</p> <p>2. To tap into resources available from alumni, parents and society</p> <ul style="list-style-type: none"> ● To support the school development in different aspects to facilitate students' learning ● To further develop our mentoring and tutoring programs for current students ● To strengthen the Student Mentorship Program ● To explore the possibility of different partnership programmes with the business sector and NGOs <p>3. To plan for the school's 60th anniversary celebrations</p> <ul style="list-style-type: none"> ● To encourage participation in celebrating the school's 60th anniversary ● To get alumni and parents involved in the promotion of the anniversary 	<p>Mostly achieved</p> <p>Mostly achieved</p> <p>Fully achieved</p>	<p>To be incorporated as routine work</p> <p>To be incorporated as routine work</p>	<p>Some planned activities and programmes were postponed or cancelled due to the pandemic.</p>

b. Based on the reflection against the seven learning goals^{II}, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

◆ How good is my students' performance in achieving the seven learning goals?

In a broader perspective, the school has consistently aligned its plans and strategies with the comprehensive framework of the seven learning goals. These goals have been seamlessly incorporated into different subjects, functional groups and the wider range of school development. As a result, students have been consistently making progress towards these learning goals and have generally exhibited satisfactory performance.

Our students have a strong sense of belonging to the school. They possess positive self-concepts and demonstrate emotional stability. They consistently exhibit positive attitudes, disciplined behaviour and good manners. In addition to maintaining strong and harmonious relationships with their teachers and peers, students demonstrate resilience and the ability to apply the generic skills learned in their school life. They also display their ability to respect and collaborate with others. The student leaders, who are well equipped with exceptional leadership and organizational skills, are dedicated, passionate and reliable. Some have even achieved outstanding student awards with scholarships granted by different external organizations. They serve as excellent role models for their younger schoolmates.

Regarding the learning attitude and performance, our students demonstrate satisfactory self-monitoring and self-planning skills, as well as the ability to develop their self-management skills, creativity and critical thinking skills. Most of them are willing to dedicate more time to using information technology for learning purposes, indicating an inclination towards self-directed learning, and they possess the capacity to apply the information literacy skills acquired in their daily lives. Moreover, through active participation in a diverse range of activities, both inside and outside the classroom, students have gained a deeper understanding of their country's history, culture and values. This has fostered a strong sense of belonging, pride and connection to the nation.

In terms of academic achievements, the HKDSE results were satisfactory. In this development cycle, the percentage of students meeting the university entrance requirements and receiving JUPAS offers remained relatively high. One student achieved an outstanding performance, attaining 5** in six subjects and 5* in one subject, enabling him to study medicine at the university. Another student was awarded a scholarship under the Hong Kong Scholarship for Excellence Scheme to further his studies at the University of Cambridge. Our students also actively participated in a wide range of territory-wide academic-related competitions and obtained remarkable results. They were crowned the champion in the 1st Greater Bay Area STEM/AI Competition and the Young Inventor Competition, while also receiving various mathematical prizes and environmental and sustainability awards with the use of geospatial technology. These awards include the Outstanding Smart City Performance Award and the first runner-up in the CSDI Awards

^{II} The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

– Propel our city with Spatial Data. Moreover, some students were selected to represent Hong Kong in prestigious international competitions such as the International Biology Olympiad and International Physics Olympiad, with one student even being awarded a silver medal in Tokyo.

In the realm of non-academic achievements, our students are keen to take part in extra-curricular activities in school, including leadership training programmes, inter-house and inter-class competitions, as well as activities organized by clubs and teams. They also actively engage in a great variety of inter-school competitions and have won an array of awards in sports, music, drama and speech. Out of 203 co-educational schools taking part in this year's inter-school sports competitions, our school finished 8th overall. In particular, students demonstrate excellent performance in badminton and volleyball. Moreover, the students have become more aware of social responsibility and have shown commitment in community service. This has further enhanced their empathy and communication skills and helped them attain various volunteer awards.

In the upcoming development cycle, the school aims to capitalize on these strengths to deepen students' understanding and proficiency in relation to the seven learning goals. The focus is on nurturing students as active learners and responsible citizens, while consistently instilling positive values and promoting mental wellness among them.

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

Our school is fully committed to providing quality education aligned with current educational trends. Through a comprehensive and balanced curriculum, we nurture students to maximize their potential, develop life-long learning skills in different domains and achieve whole-person development. At the junior level, the school allocates an appropriate amount of lesson time to the eight Key Learning Areas (KLA). This lays a solid foundation for our students to pursue their learning in senior forms. Subject panels have strengthened the curriculum interface and vertical alignment across different grade levels to ensure a smooth transition for students as they progress through different learning stages. In senior forms, apart from the core and elective subjects, our school offers students with religious studies, music, physical education, personal growth and personal finance education to enrich their learning experiences and widen their horizons. To address diverse learning needs, we have implemented programmes such as the Mentoring and Tutoring Programme for Senior Form Students, Project A (lunchtime tutorial classes) and regular after-school tutorial classes for Forms 1 and 2 students. These programmes aim to provide additional academic support to those who require assistance.

Moreover, our school aligns the KLA curriculum and life-wide learning activities with values education in a comprehensive way to promote students' whole-person development and lifelong learning. We have strategically provided students with a variety of learning experiences to meet their diverse needs, and adopted the notion of "learning time" to help them acquire rich learning experiences within and beyond the classroom, including various kinds of field trips, talks, workshops, internal and external competitions, the student exchange programme and overseas educational tours. To further create more space and opportunities for organizing learning activities, the school arranged the OLE Days (Other Learning Experience Days) and Wednesday Afternoon Programme. Students were engaged in a wide range of activities related to intellectual development, values education, community service, physical and aesthetic development and career-related experiences. In addition, our school has provided ample opportunities for

students at different levels to develop their leadership, interests and skills through real-life experiences. Examples include school-based training programmes led by different teams, the Service Learning Programme offering community service opportunities, the 'One Person One Music' policy for F.1 students, and the Diamond Jubilee Musical. These experiences have enabled our students to enhance their generic skills, interpersonal relationships and sense of responsibility, as well as to foster positive values and attitudes. The school has also systematically promoted life planning education through individual counselling, talks, visits, experiential workshops, sharing sessions, job shadowing, Careers Expo, mentorship programme and a work experience programme under the EDB's Business-School Partnership Programme. These activities and programmes helped students at different key stages understand their own aspirations, needs, interests and abilities, as well as broaden their horizons.

By tapping into external resources, our school adopts a whole-school approach to offering support to students at different stages of growth. The Guidance Team has established a comprehensive mechanism to identify students' varied needs for developmental support in different areas including cognitive development, behaviour and mental well-being, and provide students with holistic and effective support, which is crucial to the whole-person development of individual students. Moreover, the school has helped students to acquire goal setting and time management skills through structured learning activities in form teacher periods, both of which are important life-long learning skills. Furthermore, through implementing various moral, civic and national educational activities, priority values and the school motto have been instilled in our students. They have demonstrated a strong grasp of the significance of morality and the capacity for reflective thinking in their daily lives, which form the foundation of holistic personal development and lifelong learning. A caring, safe and supportive learning environment is also created for students' academic accomplishment and mental well-being.

In the forthcoming development cycle, the school will further expand and enrich students' learning experiences across diverse domains beyond the classroom, fostering a culture of active, self-directed learning. This holistic approach to education reflects the school's commitment to promoting whole-person development and cultivating lifelong learners. We aim to nurture students' intellectual, emotional, social, and moral growth, equipping them with the diverse capabilities needed to thrive in their future pursuits.

◆ How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning? The school has demonstrated professional leadership, effectively utilized communication channels and valuable human resources. We have also been reviewing and revising our various programs to enhance students' whole-person development and lifelong learning throughout the previous development cycle.

The school has kept pace with the latest educational developments to promote self-directed learning among our students. To optimize learning time, we initiated the Wednesday Afternoon Programme, which offers diversified learning activities to broaden students' horizons and deepen their knowledge. This approach has aroused students' interest in learning, making it more sustainable and helping them develop into lifelong learners.

Our school also encourages sharing and collaboration within and among different panels and functional groups. Various initiatives, including project learning, overseas study tours, leadership training programmes, and mentorship programmes, have been conducted to help students acquire generic skills and widen their social circles, contributing to their whole-person development.

In terms of communication channels, the school values the opinions and suggestions given by the teachers. A transparent and well-established system has been put in place to collect teachers' feedback through face-to-face meetings, formal and informal discussions, written suggestions and self-appraisals. The school takes corresponding measures to address the teachers' concerns, demonstrating a continuous pursuit of improvement.

Regarding staff development, in addition to encouraging teachers to attend courses and seminars organized by the EDB and other external organizations, the school has arranged talks and workshops on Staff Development Days, as well as sharing sessions during lunchtime. These initiatives aim to equip teachers with effective teaching ideas, knowledge and insights to enhance student learning and development.

In the technologically advanced world, Information Technology (IT) competencies are crucial for further studies and career development. Our school has conducted various workshops on the application of Artificial Intelligence in education to equip the staff with the latest IT skills. In addition, we have outlined a strategic vision for STEM development and provided teachers with ample online resources and training opportunities for delivering online lessons effectively. As a result, teachers are well-equipped with IT skills, leading to enhanced learning efficiency among students.

The school management has a good grasp of the teachers' strengths through effective communication channels and assigns duties that best suit their competencies and strengths, maximizing staff potential to benefit student learning and development. Additionally, the school has made good use of external resources, such as alumni network, Parent-Teacher Association and non-governmental organizations to enhance the support and opportunities available to the students in terms of their studies, career development, sports advancement and mental well-being.

In the upcoming development cycle, the school will continue to build upon our successes and embrace new challenges. By leveraging our strong leadership, effective communication channels, and rich human resources, the school is committed to empowering our students to become confident and competent citizens ready to face the challenges of the 21st century.

c. How Can My School Be Better

Building on the reflection in the previous part (4b), schools could further consider how they can do better in helping students achieve the seven learning goals based on students' needs and the school's capacity for continuous improvement and development when setting out development priorities. **For details, please refer to paragraph 3.3.1(b) and the appendix of the related compilation guidelines.**

◆ What are my students' needs?

Based on the comprehensive ESDA survey, including APASO results, stakeholders' feedback, careful observations and a detailed understanding of the current trends in education, it is deemed necessary for us to cater for students' needs. The school will provide a variety of programmes and activities to nurture them with positive values and promote their mental wellness, including further development of resilience and fostering positive energy. Both preventive and remedial measures will be taken to address and support students' emotional needs. In addition to fostering a deeper sense of national identity, civic engagement and appreciation of Chinese culture will also be promoted.

In terms of cognitive development, our core objectives for the upcoming years will centre around providing students with a diverse range of learning experiences, offering comprehensive learning support, and cultivating a diligent and proactive attitude towards learning. These areas will be our primary focus as we nurture our students to become active learners who are well-equipped to embrace the opportunities and challenges that lie ahead.

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

The school has steadfastly maintained commendable practices in our daily operations. Our staff have a sense of belonging to the school. They exhibit high morale and maintain harmonious relationships, consistently engaging in cooperative and joyful work dynamics while nurturing positive connections with students. They align with the school's developmental priorities, finding satisfaction from their roles in an environment that cultivates a culture of care throughout the campus. In addition, newly joined teachers were provided with comprehensive professional guidance and support through various means, such as the mentoring programme.

To further expose students to a diverse range of learning opportunities and foster their whole-person development as well as lifelong learning, our school will mobilize both subject panels and functional groups to provide a broader spectrum of on-campus and off-campus life-wide learning activities outside regular lesson time, particularly through the Wednesday Afternoon Programme. Moreover, the school will make continuous efforts to enrich the existing formal and informal curricula with the aim of facilitating students' intellectual development, values education, community service, physical and aesthetic development, and career-related experiences. The revision of senior form subject combinations will create new opportunities for broadening students' breadth of knowledge. These initiatives will be planned and executed in accordance with the latest trend of education development and supported by a strong team of dedicated teaching and non-teaching staff, supportive parents and committed alumni, as well as valuable resources provided by the EDB and other external organizations. Our school also has a long tradition of promoting collaboration among different teams and disciplines, which is pivotal to continuous improvement and development.

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

In the upcoming school development cycle, our school has identified key priorities to enhance the educational strategy and enrich students' learning experiences. These priorities demonstrate our commitment to holistic education and the development of individuals who thrive in academic pursuits and personal growth. Our aim is to nurture students' intellectual, emotional, social, and moral development, equipping them with a diverse range of skills essential for success in their future endeavours.

To address the needs of adolescent students, the school will place the priority on promoting student mental wellness and values education, which is expected to positively impact both personal development and academic learning. We will continue to host the Mental Wellness Day, incorporating additional activities to further emphasize the importance of mental wellness among our students. The twelve priority values and attitude, together with the Christian values, will further be stressed and integrated into the subject panels apart from conducting activities and programs.

Additionally, the school will strive to strengthen students' sense of national identity and promote civic engagement, with the goal of enhancing their ties to both the local community and the nation. As part of this effort, plans are underway to establish a "Chinese Culture Corner" on campus. This dedicated space is designed to immerse students in Chinese culture, fostering a greater appreciation and sense of belonging to the nation.

Last but not least, we will persist in fostering active and lifelong learning among students. Junior Form students will receive essential IT skills for navigating our technologically advanced world, along with encouragement to develop self-learning practices. Additionally, a new subject combination has been introduced in the Senior Form curriculum to enhance student satisfaction with their learning journey. This adaptation will undergo continual assessment and refinement for ongoing enhancement.

In conclusion, by prioritizing holistic education, fostering mental wellness and values education, as well as boosting national identity and civic engagement, our school is committed to equipping students with the skills and values for success in a rapidly changing world. Through these initiatives, we aim to cultivate individuals who not only excel academically but also contribute meaningfully to their community and beyond. Together, we are shaping future leaders who will make a positive impact on society and inspire change on a global scale.

5. Major Concerns of the 2024/25 – 2026/27 School Development Cycle

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

- 1.** To nurture students to be active learners
- 2.** To nurture students with positive values and promote their mental wellness
- 3.** To nurture students as responsible citizens

School Development Plan (2024/25 - 2026/27)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals	
		24- 25	25- 26	26- 27			
1. To nurture students to be active learners	1.1 To implement diverse teaching strategies and offer a wide range of learning experiences	✓	✓	✓	1.1.1 Promoting subject-based or cross-curricular enquiry or investigative learning for developing students' generic skills.	<ul style="list-style-type: none"> • Breadth of Knowledge • Language Proficiency • Generic Skills • Information Literacy • National & Global identity • Healthy Lifestyle 	
		✓	✓	✓	1.1.2 Developing students' self-directed learning strategies to enhance their sense of ownership in learning through projects and presentation.		
		✓	✓	✓	1.1.3 Encouraging subject panels, academic societies, and functional groups to organise a wide range of life-wide learning activities in different key learning areas outside the lesson time.		
		✓	✓	✓	1.1.4 Enabling students to develop their autonomy in learning by exposing them to a broader spectrum of learning opportunities and enrichment programmes for gifted students in specific domains.		
	1.2 To cultivate a diligent and proactive attitude towards learning		✓	✓	✓		1.2.1 Nurturing a proactive learning habit by providing students with more positive reinforcement and offering additional learning tasks.
			✓	✓	✓		1.2.2 Cultivating a positive learning environment and fostering an atmosphere for academic excellence by enhancing the school facilities.

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		24-25	25-26	26-27		
		✓	✓	✓	1.2.3 Promoting peer learning on academic achievements and experience in morning assemblies, form teacher periods and lessons.	
1. To nurture students to be active learners	1.3 To provide comprehensive learning support	✓	✓	✓	1.3.1 Equipping students with note-taking and organizational skills.	<ul style="list-style-type: none"> • Breadth of Knowledge • Generic Skills • Language Proficiency • Information Literacy
		✓	✓	✓	1.3.2 Enhancing students' effectiveness in using IT in learning by strengthening fundamental computer knowledge and organizing workshops on information literacy for junior form students.	
		✓	✓	✓	1.3.3 Promoting "Reading across Curriculum" and "Language across Curriculum" using a whole-school approach.	
		✓	✓	✓	1.3.4 Providing more opportunities to develop students' language abilities and communication skills in different contexts (e.g. morning assembly or sharing through the PA system).	
		✓	✓	✓	1.3.5 Strengthening academic support for F.1-2 students.	
	1.4 To ensure a smooth transition to the revised Senior Form Subject Combination	✓	✓	✓	1.4.1 Creating an inclusive learning environment that promotes collaboration, peer support and individual growth.	<ul style="list-style-type: none"> • Breadth of Knowledge • Language Proficiency • Generic Skills

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		24- 25	25- 26	26- 27		
		✓	✓	✓	1.4.2 Providing additional support to students taking two elective subjects by arranging tutorial classes, enrichment classes and/or extra language lessons to cater for the diverse needs of the students.	• Life Planning
		✓	✓	✓	1.4.3 Alerting the F.3 students to the entry requirements of different university programmes, enabling them to make more informed choices when selecting their elective subjects.	
		✓	✓	✓	1.4.4 Observing and monitoring the effects of the revised subject combinations from multiple perspectives.	

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		24-25	25-26	26-27		
2. To nurture students with positive values and promote their mental wellness	2.1 To implement a Values Education Framework				2.1.1 Developing an integrated Values Education Framework as part of the school curriculum	<ul style="list-style-type: none"> • National and Global Identity • Breadth of Knowledge • Generic Skills • Information Literacy • Healthy Lifestyle
		✓	✓	✓	a. Ensuring that subject panels and functional groups identify the positive values incorporated in the schemes of work and annual plans respectively.	
		✓	✓	✓	b. Ensuring subject panels and functional groups complete the Values Education Curriculum or Activities Planning Table.	
			✓	✓	c. Reviewing and encouraging subject panels and functional groups to include positive values and attitudes that have not been incorporated into the formal and informal curriculum.	
		✓	✓	✓	2.1.2 Reviewing and preparing new MCNE (moral, civic and national education) materials about the priority values and attitudes for Form teachers to use in Form-teacher periods.	
2. To nurture students with positive values and promote their mental wellness	2.2 To foster empathy, love and care, respect for others and other Christian values				2.2.1 Educating students about social etiquette and emphasizing the importance of engaging with love and care (2024-25), respect (2025-26) and empathy (2026-27), along with other Christian values, when interacting with others through a variety of means: -	<ul style="list-style-type: none"> • Generic Skills

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		24- 25	25- 26	26- 27		
		✓	✓	✓	a. Acknowledging students who demonstrate good behaviour, especially with the target positive values.	
		✓	✓	✓	b. Incorporating the target positive values, along with other Christian values, into the design of items for students.	
		✓	✓	✓	c. Form-teacher periods – Using MCNE materials to help students gain a better understanding of the target positive values.	
		✓	✓	✓	d. Holding an event called “Good Deeds Days” with moral education activities, including video sharing, reading articles during reading sessions, student sharing through the PA system, lunchtime activities with game booths, a “Love and Care Wall”, and students performing acts of kindness for teachers and staff.	
		✓	✓	✓	e. Incorporating the target positive values, along with other Christian values, into subject assignments such as projects, book reports and journals, as well as students’ activities.	
		✓	✓	✓	f. Recruiting students as Moral Education Ambassadors to conduct activities that promote the target positive values and other Christian values.	
			✓		g. Organizing a video-shooting competition focused on the target positive values.	

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		24- 25	25- 26	26- 27		
2. To nurture students with positive values and promote their mental wellness	2.3 To adopt a whole-school approach to address students' emotional needs, and help students further develop resilience and foster positive energy	✓	✓	✓	2.3.1 Taking both preventive and remedial measures to address and support students' emotional needs. a. Conducting screenings with external support and implementing follow-up actions. b. Identifying students in need and providing them with appropriate support.	<ul style="list-style-type: none"> • Healthy Lifestyle • Life Planning • Generic Skills
		✓	✓	✓	2.3.2 Organizing a diverse range of student activities to promote mental wellness, including: a. A comprehensive program called “Joyful Scheme” (好心情計劃) for junior form students b. A Mental Wellness Day c. The “Cheer You Up” Programme d. Mental Wellness Workshops e. A list of board games, card games, and chess that students can bring to school to play.	
		✓	✓	✓	2.3.3 Enhancing teachers' capabilities to promote positive values and well-being.	

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		24- 25	25- 26	26- 27		
		✓	✓	✓	a. Organizing seminars, workshops or talks for teachers. b. Facilitating teachers' sharing sessions about mental health. 2.3.4 Parent Education a. Conducting seminars, workshops, talks or screenings of educational movies on how parents can support students at home. b. Providing channels for parents to seek help. c. Sharing short video clips with parents on various topics related to supporting students at home via eApp.	

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		24-25	25-26	26-27		
3. To nurture students as responsible citizens	3.1 To promote the understanding of the needs of society and enhance civic engagement	✓	✓	✓	3.1.1 Raising awareness of the needs of the Wan Chai neighbourhood and society	<ul style="list-style-type: none"> • National and Global Identity • Breadth of Knowledge • Generic Skills • Life Planning
					a. Integrating the elements of social awareness in the curriculum design to help students understand the needs of the community.	
			✓	✓	b. Exploring more opportunities for junior form students to participate in community service to raise the awareness of the needs of society.	
					3.1.2 Encouraging students to take action in response to the needs of society through service learning initiatives	
		✓	✓	✓	a. Providing training for student volunteers	
		✓	✓	✓	b. Exploring more external resources to support school to organize social service activities	
		✓	✓	✓	c. Continuing to execute the existing Service Learning Programme for F.4 students	
			✓	✓	d. Organizing talks and workshops for students	
				✓	e. Integrating service learning elements into both subject panel and functional group activities	

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		24-25	25-26	26-27		
3. To nurture students as responsible citizens	3.2 To cultivate students' sense of national identity and appreciation of Chinese culture	✓	✓	✓	3.2.1 Reviewing and refining the curriculum of different subjects to strengthen the education of the Constitution, the Basic Law and national security education, as well as to cover the elements of 'understanding our nation'	<ul style="list-style-type: none"> • National and Global Identity • Breadth of Knowledge • Generic Skills
					3.2.2 Encouraging students to proactively engage in activities that nurture their sense of national identity	
		✓	✓	✓	a. Inviting students to share their appreciation and knowledge of Chinese culture and our nation through PA system and during morning assemblies	
		✓	✓	✓	b. Organizing education tours	
		✓	✓	✓	c. Encouraging functional groups and subject panels to organize student-oriented activities related to promoting the Chinese culture and national identity	
		✓			d. Incorporating the themes related to Chinese culture and China's achievements in the Inter-class Board Display Competition for Forms 4 and 5.	
		✓	✓	✓	e. Incorporating questions related to Chinese culture and national education in the Inter-house Quiz Competition	
✓	✓	✓	f. Organizing activities for National Security Education Day (e.g. book exhibition, model making activities, etc.)			

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		24- 25	25- 26	26- 27		
3. To nurture students as responsible citizens	3.2 To cultivate students' sense of national identity and appreciation of Chinese culture	✓	✓	✓	3.2.3 Fostering a campus environment conducive to students' appreciation of Chinese culture and sense of belonging to the nation a. Establishing a "Chinese Culture Corner" with a display stand to strengthen students' appreciation of Chinese culture b. Displaying a thematic board to strengthen students' knowledge of our nation c. Playing and singing the national anthem, raising the national flag on specific days and occasions regularly d. Adding books related to Chinese culture in the school library e. Developing an AV resource bank and displaying videos at the covered playground so that students can have more exposure to Chinese culture and national issues	
	3.3 To cultivate students' global perspectives	✓	✓	✓	3.3.1 Enhancing students' awareness of global issues a. Familiarizing students with the UN17 sustainable development goals b. Providing reading materials related to global citizenship to broaden their international outlook in the morning reading	<ul style="list-style-type: none"> • National and Global Identity • Breadth of Knowledge • Generic Skills • Information Literacy

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		24- 25	25- 26	26- 27		
3. To nurture students as responsible citizens	3.3 To cultivate students' global perspectives				sessions	<ul style="list-style-type: none"> Life Planning
			✓	✓	c. Incorporating questions related to global issues in the Inter-house Quiz Competition	
				✓	d. Informing teachers and students of the important dates advocated by the United Nations	
					3.3.2 Encouraging students to take action in response to global issues	
		✓	✓	✓	a. Organizing activities by Service Learning Team	
				✓	b. Organizing whole-school activities	
			3.3.3 Promoting cultural exchange			
			a. Conducting Overseas Student Exchange Programme			
		✓	b. Organizing overseas tours			