POCA Wong Siu Ching Secondary School School Development Plan

(2019/20-2021/22)

POCA Wong Siu Ching Secondary School

1. School Vision & Mission

Our mission is to educate students to be sensible, aspiring, law-abiding and disciplined young people, by cultivating their moral sense and integrity and bringing forth their potentials so that they will excel in learning and conduct and become competent and virtuous individuals who can contribute to the well-being of society and humankind.

2. School Motto

Our school motto is "Reverence, Humility, Persistence and Earnestness".

3. Core Values of Education

On the basis of our school motto, we educate our students in the following principles:

- (1) Devotion to knowledge and truth, with love and respect for self and others;
- (2) Humility as self-discipline, and honesty as guiding principle;
- (3) Advancement with the times, with self-enhancement as the means;
- (4) Prudence in thought and readiness in deed, with care and concern for society.

Holistic Review

Effectiveness of the previous School Development Plan (2016-2019)

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved;	Follow-up action, e.g.: Incorporated as routine work;	Remarks
Wajor Concerns	Partly achieved;	Continue to be major concerns in the next SDP;	Remarks
	Not achieved	Others	
1. To enhance the	Fully Achieved:	Incorporated as routine work:	
effectiveness of	1. In this three-year development cycle,	1. The coordinators or panels are the members of	
instruction	coordinators for Science, Technology and	Academic Affairs Committee.	
	PSHE subjects have been established under the Academic Affairs Committee, and KLA	2. Generic skills training structure for junior form students are fixed.	
	coordination meetings were held to arrange interdisciplinary collaborations.	3. Subject based curriculum fine tune will be the regular job of subject panels.	
	Generic skills training structure for junior form students was established in this development	4. F.6 core subject uniform test has become a regular system, no further discussion will be needed in the	
	cycle, F.1 study skills and strategies training, F.2 project learning skills training, and F.3 high-order thinking skills training. In terms of		
	subject-based and KLA-based, all subject panel	Continue to be major concerns in the next SDP:	
	heads further developed the skills of students through assignments and classroom teaching.	1. To deepen KLA-based cross-subject collaborations, and enhance effectiveness of the curriculum.	
	3. In the first and second year of the development cycle, the Academic Affairs Committee had reviewed weighting of marks and question types	above students.	
	of test and exam papers of all junior form subjects, and reported the findings to respective	3. Data Analysis Unit has been set up this year, more researches could be carried out on the use of test	
	subject teachers. As observed by the Principal and reported by the subject panel heads in the		

- third year, all junior form test and exam papers are well connected with the senior form.
- 4. F.6 core subject uniform test has become a regular system.
- 5. Peer lesson observation and lesson observation by the Principal has become a regular practice.
- **6.** Lesson time had been review and new timetable had been launched.

Partly achieved:

- 1. Collaboration unit for each KLA has been set up, however, the development progress of cross-subject collaboration of each KLA is different.
- 2. High order thinking skills training of F.3 students was launched in the last year of the development cycle. Open-ended questions have been added in daily assignment and exam papers of PSHE subjects. The skills will be further developed in the next development cycle.
- 3. Curriculum review of each subject was completed, but the use data for improving teaching and learning could be further developed.
- 4. Various forms of teachers' professional training and subject-based lesson observation had been launched, but cross-subject lesson observation

4. The staff development programmes could be echoed with the school development plan. For example, to cultivate students' e-learning skills and IT literacy, teachers have to be trained first.

Others:

1. To reform the setting of senior form elective subjects and provide more subject combinations and choices, so as to allow more students with higher ability to take three elective subjects.

1. To strengthen students' learning efficacy – building a solid	and teachers' professional training echoing the school development plan have to be further enhanced. Fully Achieved: 1. Chinese and English extensive reading lessons had been provided to facilitate student reading.	Incorporated as routine work: 1. Chinese and English extensive reading lessons are fix in the timetable.
foundation in junior form progressively.	2. F.1 self-management training course and class and co-class teacher system helped students to build good learning habits.	2. Bridging programmes for new F.1 students have been established and regularized.Continue to be major concerns in the next SDP:
	Partly achieved: 1. Students have built up pre-lesson preparation habit, however, it has not yet become a norm.	To have more diversified assignments for students, for examples, to integrate more pre-lesson preparation elements and to maximize the use of elearning.
	2. The overall student discipline and learning attitude is good. However, according to the class teachers' opinions and records from the Discipline Unit, learning attitudes of F.2	2. To strengthen the supervision of F.2 students and to improve their discipline by boosting classroom management.
	students is relative poor.3. The students' reading habit have not been built up.	3. Promote reading across the curriculum, to widen students' scope of reading, and to emphasize reading is an effective way to accumulate interdisciplinary knowledge.
3. To nurture whole-person development and to build unique school traditions	Partly achieved 1. We have adopted the six core values recommended by the Moral and Civic Education Unit of EDB as our value education component. Each year, we have implemented one or two core values. Speeches, talks and workshops organized by different functional groups during the assembly successfully aroused the students to pay more attention on	Continue to be the major concern in the next School Development Plan 1. We shall keep the track to cultivate the atmosphere of the school to pursuit these virtues. In respond to recent social campaigns, we must try our best encourage our students to internalize these core values throughout their lives.

the issue. Related subject panels also act as a whole school approach by putting the components in their curricula. Under this atmosphere, teachers and students are familiar with the virtues emphasized on that year.
2. Stakeholders including students, teachers and parents are acknowledged these core values.
3. We are targeting on a real practicing rather than a cognitive level in the coming future.

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	 The school has clear vision, mission and goals. Its endeavours in providing allround education for students and nurturing them to excel in learning and conduct. With the concerted efforts of all staff members, the school has become one of the most popular schools in the district. The major concerns formulated closely aligned with the school mission and vision, students' learning and personal needs as well as the societal and global development. The school has incorporated the School Development and Accountability Framework into its operation. The Planning-Implementation-Evaluation (PIE) cycle is embedded in the school's daily mechanism in the light of its development priorities. Clear and concrete plans and implementation strategies are formulated with due considerations to the views of stakeholders such as teachers, students and parents as well as manpower and resources available. The school systematically collects data on learning and teaching as well as school management to ensure proper coordination and implementation of its priority tasks. Results of school self-evaluation and performance are actively reported to relevant stakeholders like the IMC, teachers, parents and students through various communication channels like school homepage, newsletters and school reports etc. 	 Middle managers of subject panels and committees are able to formulate their work plans in accordance with the direction of school development and implement them systematically. Nevertheless, their monitoring and evaluating role needs to be strengthened. More opportunities have to be created for subject panels/committees to collaborate in realisation of the school plans.

PI Areas	Major Strengths	Areas for Improvement
2. Professional Leadership	 The school has practised distributed leadership at different levels to strengthen the capacities of the management staff including the Principal, Vice-Principals and the middle managers as well as the accountability and transparency of school management. The school leaders at various levels including the Principal, Vice-Principals as well as subject and committee heads have worked closely together with other staff members to build a shared vision of building a school of care. Through formal meetings and day-to-day professional interactions, they have established a clear direction for the school to promote whole-person development and positive attitude of students. Being committed, supportive and reflective, the principal has established good rapport with the middle managers and teachers. Genuine support has been given provided to initiatives proposed by the middle managers and basic rank teachers alike which are conducive to school development. The Vice-principals and subject panel / committee heads are competent and devoted. They have coordinated the work of committees and subject panels effectively and established harmonious working relationship with their members. A new team of leaders has been formed as a result of the retirement of senior teachers in recent years. It comprises of young and energetic middle managers who are not only passionate about their work but also willing to embrace changes which can help open up new dimensions in the school. Teachers are generally professional, with sound subject knowledge and serious teaching attitude. They not only show care and concern for students' academic attainment and personal growth development but also put great effort in preparing students to obtain good results in public examinations. 	 Over the past decade, there has been a lot of education initiatives introduced to school such as E-learning, Life Planning, SEN and STEM Education to cater for the diverse needs of students and to prepare them well for the local and global changes. There is an urgent need to keep both the management and teachers abreast of the latest trends in education especially those in their respective areas of expertise to sustain the achievements and development of the school. There should be more professional sharing among teachers, panels and committees to foster better communication and collaboration, promote team spirit and enhance morale among the management and teaching staff as well as to enhance effective learning of students. Since more and more young teachers have taken the roles of middle managers as panel / committee heads, there is a need to strengthen their administrative, curriculum and instructional leadership capacities through various professional development programmes.

Curriculum 1. KLA-based collaboration units have been set up and teachers get used to conduct 1. A systematic and well-planned crossand Assessment cross-subject collaborations. subject collaboration is needed for further enhancement of effectiveness of the 2. The practice of using DSE exam data to review curriculum and teaching curriculum. effectiveness of each subject and tightening the connection between junior and senior form curriculum have been built. 2. To launch experience sharing of panel heads and to deepen data analysis for improving teaching and learning 3. Chinese and English extensive reading lessons have been established to facilitate effectiveness. students to read. And collaborations between the Library and various subjects in promotion of reading have been strengthened. 3. To strengthen cross-subject collaboration and to promote reading through reading across subjects.

PI Areas	Major Strengths	Areas for Improvement
4. Student Learning and Teaching	 Many teachers are willing to attempt for new teaching methods, such as Flipped Classroom and various e-teaching methods. New teaching facilities and equipment, such as Campus TV, History and Selflearning Room and Cave Automatic Virtual Environment (Cave) Room, have been set up, which provided the teachers and students with a new learning environment and methods. Generic skills training framework for junior form students has been established, F.1: study skills, F.2: creativity and project learning, F.3: high order thinking skills. This progressive training structure helps the students to build self-learning abilities and habits. 	 To have more interflows and professional training on teaching, in order to strengthen teaching research atmosphere in school. Professional training for teachers will be in line with the school development plan, for example, a briefing session on junior form study skills will be held next year to familiarize the teachers with the skills and enable them to integrate the skills into their daily teaching Students' self-learning abilities can be further enhanced and they should take up more learning responsibilities. In the next 3-year plan, F.2 Science teachers will collaborate with the Faculty of Education of the Hong Kong University in facilitating students' self-directed learning through STEM. More high-order thinking skills training will be provided to students of F.3 and above, to help them master the senior form curriculum.

PI Areas	Major Strengths	Areas for Improvement
5. Student Support	 Our school emphasize morality is as important as the pursuit of knowledge. We grasp every opportunity to develop students' interpersonal skills and uphold their positive core value. Teacher-student relationship is very good and can be reflected by the thankfulness of the graduates every year. Teachers are caring and ready to help students to solve their problems. Students are actively seeking help from teachers. The cooperation & communication among our Counseling unit, Discipline unit and the school social workers is very good. As a result, we can render a more appropriate service and a solid supporting umbrella for our students. Careers Guidance unit render a professional guidance especially for the students' future planning of life. Our school strategically encourages students to participate extra-curricular activities to broaden their horizons, to widen their life skills and to enriching their learning experiences. 	 In coping with more and more SEN students, not only the students themselves but also the atmosphere of the whole class, our frontline teachers need to equip more through on-job training. We shall strategically encourage our teachers for the relevant training. Better coordination for the training of student leaders should be made in order to maintain a unite standard. More channels of communications between students and the school authority should be made in order to maintain better understanding.

PI Areas	Major Strengths	Areas for Improvement		
6. Partnership	 Parents are supported the school in different areas. They are deeply impressed by the simple and honest tradition of our school and are willing to let their children study here. They also actively express their opinions for the benefit of the school. The PTA has played an import role to enhance the communication between parents and the school. Discipline unit maintain good relationship with the liaison officers of HK Police. As a result, we have obtained many training resources as well as professional opinions from them. As mentioned above, the cooperation & communication among our Counseling unit, Discipline unit and the school social workers is very good. Under the coordination of the SEN unit, we have an excellent partnership with the Educational psychologist, the language therapist and some part-time service providers that can truly benefit the students who need the services. 	 Parents other than committee members of PTA should be encouraged to participate more in the activities organized by the school and the PTA. Our school is going to make use of the funding provided by EDB to explore more external organizations to render suitable services and activities for the students. 		
7. Attitude and Behaviour	 On the whole, our students are polite, respectful and well-disciplined. They are cooperative and attentive in the class. The competency of both English and Chinese of our students are good. They can use both languages to communicate with other people effectively. Students love their school and have very good relationship with teachers and their fellow schoolmates. 	The motivation and/or the self-confidence of a small bunch of students are weak. Teachers should take more initiatives to encourage them.		

PI Areas	Major Strengths	Areas for Improvement		
8. Participation and Achievement	 Our students actively take part in a wide range of academic and extracurricular activities, including inter-school competitions, community services, etc. They have obtained remarkable achievements in all areas, including sports, music, arts, speech & debate, uniform group competitions. Their potentials in all aspect have fully revealed. In DSE, the percentage of students acquiring the minimum requirement of the entrance of local universities has continued to rise. In fact, the university admission rate is far higher than the Hong Kong average. 	Balance between academic study and the participation of extra-curricular activities have to be made in order to maximize the potential of the students.		

SWOT Analysis

Our Strengths

- 1. The transparency and accountability of school management has been enhanced with the establishment of the Incorporated Management Committee (IMC) which consists of School Sponsoring Body Managers, Parent Managers, Teacher Managers, Alumni Manager and Independent Manager, Moreover, the IMC has given invaluable guidance and ample support to school management and development.
- 2. The school management at various levels including the Principal, Vice-Principals as well as subject and committee heads have worked closely together with other staff members to build a shared vision of building a school of care. They have established a clear direction for the school to promote whole-person development and positive attitude of students.
- 3. The school ethos of reverence (敬), humility (遜), perseverance (時) and earnestness (敏) has been sustained throughout the years. Students are polite, diligent, respectful and versatile. They are competent in both English and Chinese and able to communicate with others in English. With better intakes in recent years coupling the concerted efforts of the teaching staff, the learning capacities ability of students have been lifted which subsequently enable them to attain promising DSE results and enter favorite university programmes.
- 4. Students are not only conscious of their academic performance but also participate actively in extra-curricular activities with remarkable achievements in events and competitions of different areas.
- 5. Teachers are professional and committed with sound subject knowledge and serious teaching attitude. They are adaptive to new teaching strategies like flipped classroom, projects learning, STEM, electronic platform to promote inquiry-based learning and self-directed learning which further enhance the effectiveness of learning and teaching.
- 6. Teachers show great care and concern for both students' academic attainment and personal development. They have established rapport with students and are committed to instilling positive values and attitude in students. Not only do they put a lot efforts in equipping students to obtain good public examination results, but they also take an active part in the subject and marking panels of the Hong Kong Examination and Assessment Authority to keep up with the latest development of the DSE examination. They also spare ample time to organize a variety of activities such as leadership training, OLE Days, exchange tours, visits, talks, workshops and competitions to address students' learning and developmental needs as well as to widen their horizons.
- 7. The school has gained reputation in the local district and established good community relations. The school is popular with parents and local community who support the school's philosophy of whole-person development and cultivating positive values and attitude in students. They highly commend the school for her remarkable academic and non-academic achievements as well as rich and colorful school life.
- 8. The school has been established for 40 years, our alumni have made valuable contributions to the school as well as the community.

Our Weaknesses

- 1. Under the inclusive education policy, more students with special educational needs are allotted to the school. The learning, behavioural and emotional problems created have imposed heavy burden on class arrangement, curriculum adaptation, discipline and counselling and liaison with parents. To successfully implement holistic inclusive education in school, teachers should not only be aware of the uniqueness and needs of individual students but also ready to work together and be equipped with relevant skills to face the challenges.
- 2. Students in our school tend to be passive and lack confidence in learning. They are relatively weak in self-management, leadership, national identity and

- limited in exposure. In face of the challenges from their studies and the public examination, some students have high level of anxiety which needed special attention.
- 3. There has been a decrease in the number of students taking three electives in recent years. It is opined that there are not enough choices in the third elective offered in school and students do not have the ability to study three elective subjects well. In view of better intake in the past few years and students taking three electives have greater chances to be admitted to competitive university programmes, it is essential to encourage more capable students to take three electives. The school should review the existing senior form elective subject mechanism and consider reorganizing the combination as well as increasing the number of elective subjects offered.
- 4. Teachers' workload has been increasing considerably following the introduction of more and more education initiatives such as the promotion of the use of information technology (IT) in teaching and learning, STEM Education, Career and Life Planning, Inclusive Education and Life Wide Learning. They have to focus on their teaching, and at the same time, keep themselves up-to-date in the latest education trend, perform administrative duties and participate in professional development. Subsequently, they are under great pressure which is detrimental to their health and work performance.
- 5. As more and more experienced middle managers and teachers have retired while young teachers are taking up their roles, there is a need to strengthen their administrative, curriculum and instructional leadership capacities through various professional development programmes to sustain the effectiveness of school management.
- 6. Subject panels and committee heads are able to formulate their work plans in accordance with the direction of school development and implement them systematically. Nevertheless, there is still room for improvement in their monitoring and evaluating role while more opportunities should be created for them to work collaborately to realise the school plans.
- 7. There should be more professional sharing among teachers, panels and committees in the form co-lesson preparation, peer lesson observation and cross-subject / committee collaboration to foster better communication, promote team spirit and morale among staff as well as to enhance effective learning of students.

Our Opportunities

- 1. With the introduction of the One Belt One Road and Great Delta Area initiatives by the Central Government, there are more opportunities offered by the EDB or other organisations for students to visit countries or regions in the area having extensive academic and cultural exchanges with respective students, exploring further study or career pathways opportunities and broadening their global horizons on the social, economic and culture development of the countries or regions.
- 2. In recent years, the HKSAR Government has allocated a lot of extra financial and human resources to education such as the provision of Career and Life Planning, Diversity Learning, Life Wide Learning grants as well as additional School Social Worker, Education Psychologist, Executive Officer, SEN Coordinator and SEN Teachers. The school can deploy relevant resources to improve its administrative effectiveness, unleash teachers' capacities and carry out diversified student programmes like holding Other Learning Experiences Day, Career and Life Planning related activities as well as Individual Education Programmes to cater for various needs.
- 3. The new cycle of External School Review as well as the ongoing renewal of the existing Hong Kong school curriculum can provide our school with insights into the improvement of school management, establishment of collaborative culture, enhancement of teaching and learning quality and provision for learning diversities to meet students' needs for whole-person development and lifelong learning.

4. With the rapid development of the Tsuen Wan district, more students with better socio-economic backgrounds have been admitted to the school. Their parents have more resources to support their learning. As the student population in Hong Kong is on the rise again and our school has earned high regards from parents in the district, it is expected that the school can admit students of high quality and banding.

Our Threats

- 1. Over the past decade, there has been a lot of education initiatives introduced to the school such as E-learning, Life Planning, SEN and STEM Education to cater for the diverse needs of students and to prepare them well for the local and global changes. There is an urgent to keep both the management and teachers abreast of the latest trends in education especially those in their respective areas of expertise to sustain the achievements and development of the school.
- 2. Globalisation, and the development of information technology such as the use of Big Data, Internet of Things Artificial Intelligence and knowledge-based economy have brought rapid changes. Traditional thinking and teaching strategies fail to meet the new education trend of cultivating students' adaptability, creativity, independent thinking and life-long learning skills. There is a need to empower both the middle managers and frontline teachers to the embrace changes for opening up new dimensions in the school.
- 3. Due to the rapid changes of social, economic and political climate as well as the emergence of more complex family structure, traditional core values have been adversely affected. All this brings about learning, emotional and behavioural problems of students. Student problems usually involve external factors which cannot be dealt with solely at school level.

Major Concerns for a period of 3 school years (in order of priority)

- 1 To enhance the effectiveness of instruction
- 2 To strengthen students' learning efficacy building a solid foundation of learning progressively.
- 3 To foster students' positive values and develop essential life skills for better connection with the people around.

School Development Plan (3-school-year period)

(2019/20-2021/22)

Major Concerns	Targets	Time Scale			A General Outline of Strategies
			Year 2 2020/21	Year 3 2021/22	
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1. To enhance the effectiveness of instruction	1.1. To enhance curriculum effectiveness	✓	✓	✓	F.1: PSHE KLA subjects, Chinese, English and Library will carry out cross-curricular collaborations through the introduction of the theme "Our Hong Kong".
	through strengthening interdisciplinary collaborations and comprehensive	✓	✓	✓	F.2: Technology KLA teachers will participate in the HKUSDL STEM project learning programme which involves the provision of creative thinking and self-directed learning training to improve the F.2 STEM project learning in school.
	training for students.	✓	√	✓	F.3: PSHE KLA subjects, the Chinese and English departments will incorporate holistic thinking skills assessment criteria as set in the curriculum document into daily teaching and implant more thinking skills training into the curriculum step by step.

		✓	✓	F.3-F.5: More focus will be placed on training students' high order thinking in daily teaching.
	√	✓	✓	The Chinese and English departments as well as the Library will jointly promote the reading of technology and value education related materials.
1.2. To develop diversified teaching strategies and	√	✓	√	F.1: PSHE KLA subjects, Chinese and English departments as well as the Library will jointly promote reading by drawing up a designated reading list with the theme of "Our Hong Kong".
utilize information technology for effective		√	√	F.1: Study skills as well as Chinese and English reading skills will be integrated into the daily teaching of all subjects to cultivate various learning skills.
	✓	~	√	F.2: Through the STEM project learning, the Technology KLA teachers will strengthen students' capacities in self-learning, collaboration and project learning.
	√	✓	√	F.2: Subjects like Geography, Chinese and English will promote value education in line with STEM project learning such as guiding students to examine the influence of new technologies on society and human civilization.
		√	✓	F2: Teachers of all subjects will explore teaching strategies on developing students' creativity and integrate related training into their daily teaching.
			✓	To provide a more appropriate STEM curriculum for the students, the curriculum linkage between our school and primary schools in the district will be closely examined.
		✓	✓	F.3: PSHE KLA subjects, Chinese and English teachers will employ diversified teaching strategies such as debating skills in their lessons so as to promote holistic and critical thinking among

				students.
	✓	✓	√	Senior Form: Chinese and LS departments will jointly further develop students' critical thinking skills through discussions and debates on current affairs as well as reading texts from different media.
		✓	✓	All subjects will promote e-learning at different form levels and lesson observations will be conducted to examine the effectiveness.
	✓	✓	✓	Information literacy training opportunities will be explored for junior form students to promote their interest and competence in Information Technology.
1.3. To develop diversified assessment	✓	✓	✓	F2: Self-assessment components with the assessment criteria set by the students themselves will be included in STEM project learning
methods and utilize data to enhance teaching quality.	✓	✓	√	F3: PHSE KLA subjects, Chinese and English teachers will adopt the same criteria for the assessment of holistic thinking skills in daily teaching, assignments and student activities.
		√	√	Diversified assignments will be used as continuous assessment in cross-curricular collaboration projects while more reading elements with relevant contents will be incorporated into tests and exam
			✓	The school-based assignment policy will be reveiwed to ensure optimium quality and quantity of homework given.
		✓		Interflows will be provided for subject Panel Heads to discuss how they can make use of their data to enhance teaching and learning.
		✓	✓	Attempts will be made to develop a performance database of individual students for more effective learning and teaching.

		1.4. To offer relevant professional training for the enhancement of teachers' capacities and confidence in implementing new teaching strategies. 1.5. To review the mechanism for the choice of elective subjects in senior forms.				Briefing sessions or workshops will be organised for teachers on the rationale and contents of the programmes of F.1 study skills and F.2 creative thinking skills.
			√			An experienced coach will be employed to provide debate training for Chinese, English and LS teachers to empower them will essential skills to guide the students.
			✓	✓		IT training workshops will be organised for teachers to enhance their capacities in cultivating students' IT literacy through their daily teaching.
			✓			Opportunities will be explored to provide more extra elective subjects for students.
			√			Attempts will be made to reorganize the combinations of X1 and X2 subjects and increase the elective subjects in X3.
			✓			Considerations will be given to bring Visual Art into the regular list of elective subjects.
			✓	✓	✓	The senior form timetable will be fine-tuned to allow more students to take a third elective subject.—
			√	√	✓	The feasibility of offering joint-school elective subjects or applied learning will be explored to enrich the subject choices for students.
2.	To strengthen students' learning efficacy – building a solid foundation of learning progressively. 2.1. To enhance students' efficacy in self-directed learning for the success in their studies.		✓	✓	✓	F.1: Study skills and reading skills training will be provided for students.
		learning for the	✓	√	✓	F.2: STEM project learning which fosters project learning, collaborative and self-directed learning skills will be organised for students.
		studies.	✓	✓	✓	F.3: Consistent training in developing students' high order thinking skill will be offered in all subjects at this level.

	2.2. To widen students' basic knowledge and cultivate IT	✓ ✓	✓ ✓	✓ ✓	F1- F3: Cross-curricular reading activities will be organised to strengthen junior form students' abilities to read and understand texts in different media and genres. Cross-curricular and extensive reading activities will be provided for the junior form students to widen their exposure to the contents of all subjects.
	literacy.	✓	✓	✓	All students will enjoy the experience of reading texts in different media.
			✓	✓	IT literacy training will be provided for junior form students to develop their competence and interest in learning.
			✓	✓	F.3-F.5: students' critical thinking will be developed through learning how to distinguish the quality and authenticity of information from different media.
3. To foster students' positive values and develop essential life	3.1. To uphold the moral and ethical standard of	✓	√	√	Positive values and attitude will be developed among students through appropriate promotion of the value education theme of the year: 'Courtesy and Respect for Others'
skills for better connection with the people around.	students and nurture good habits	√	√	√	The culture of 'Courtesy and Respect for Others' will be established through students' daily interactions with peers, teachers and staff as well as their participation in the learning activities in various subjects.
		✓	✓	✓	The theme 'Courtesy and Respect for Others' will be promoted through a variety of activities during class-teacher periods which include talks, sharing sessions, workshops, video viewing, etc.
		✓	✓	✓	The Moral and Civic Education Unit and Counseling Unit will promote the theme 'Courtesy and Respect for Others' through activities such as competitions, keynote speeches / sharing in the morning assemblies as well as articles in the "Ringing Ten".

	3.2. To develop students' life skills through Other Learning Experiences and Life Planning Education	✓	✓	✓	Mid-year Prize Presentation will be organised in recognition of students' outstanding achievements.
		√	√	✓	Diverse activities will be oragnised for students to encourage_interaction, participation and the building of self-confidence. As a continuation of success in previous years, three post-exam days will be used as OLE Days to hold different activities for each form: S.1 Local Self-Discipline Camp (3 days) / Picnic; S.2 Visits and Picnic; S.3 Local Educational Leadership Training Camp (Government-funded) (3 days); S.4 Life Planning and Studies Guidance Programmes / Art Activities / Visits; S.5 Mainland Tour (understanding the economic development, history and culture of our motherland) (4-5 days).
		√	✓	*	The coordination of various leadership training programs by different functional units will be optimized to enhance the effectiveness. Leadership training opportunities in the form of experiential learning like overseas trips, mentorship programmes and training camps will be arranged for student leaders. They will also be encouraged to participate more actively in leadership training programs outside school.
		✓	√	~	A Whole-School Approach to Life Planning Education will be implemented through the provision of diverse information and wider exposure for students with regard to further studies and careers opportunities. Other means such as the sponsorship of overseas exchange tours as well as the development of school-based teaching resources in life planning will also be employed to facilitate the implemenation.

	✓	✓	✓	Alumni will be invited to engage in the provision of work experience, interview practices, careers talks and job shadowing.
3.3. To strengthen student support and their connection	✓	✓	✓	Services for SEN students in school will be optimized by the SENCO and other professionals from EDB or NGOs.
with the people around	✓	✓	✓	Parent education will be further enhanced through the sharing of teachers and professionals in the school newsletter 'Ringing Ten'
	✓	✓	✓	Support networks will be established for students through seminars and experience-sharing conducted by various parties such as the school sponsoring body members, parents, alumni, etc. to cultivate their sense of belonging and strengthen their connection with the outside world.