

**Po On Commercial Association
Wong Siu Ching Secondary School**

Annual School Plan

2023 – 2024

Po On Commercial Association 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, Perseverance 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.

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Annual School Plan

School Year 2023 – 2024

Major Concerns

1. Promote students' reading.
2. Develop students' self-learning ability.
3. Enhance students' sense of well-being through positive education.

Major Concern 1 : Promote students' reading.

Feedback and follow-up from the previous academic year :

● Students have developed a more positive attitude towards reading

- According to a survey of junior form teachers, 35% agreed that students could concentrate on reading during lunchtime, while 25% agreed that students' attitudes towards reading had improved. Only 10% believed that students' reading ability had improved, with 65% being neutral. 35% of teachers agreed that they could accurately evaluate students' reading performance, with 45% being neutral. According to a survey of senior form teachers, 11.8% agreed that students could concentrate on reading during lunchtime, while 23.5% agreed that students' attitudes towards reading had improved. Only 11.8% believed that students' reading ability had improved, with 47.1% being neutral. 11.8% of teachers agreed that they could accurately evaluate students' reading performance, with 58.8% being neutral. Both forms teachers reflected that the arrangement of reading sessions after lunch and the lack of materials that match students' interests were important reasons for the lack of interest in reading among students. There was no consistent and effective evaluation method to promote students' reading, which was also a contributing factor.
- As reading sessions will continue during lunchtime next year, students' reading interests should be taken into consideration, and teachers' and students' expectations about reading for pleasure or reading for learning should be clarified. Based on the good examples in Chinese and English reading sessions this year, it is recommended to develop a consistent and effective evaluation method for all grade levels next year.
- The library teacher has organized a variety of reading activities for students this year with positive feedback from students (see the library's annual plan for details). Teachers' book sharing during morning assemblies has promoted a positive reading atmosphere. This year, two extra periods were added to the Chinese lessons of one F.3 class every cycle so that some teachers could promote students' reading habit. Based on students' reading notes and the yearly reflection, students reported an increase in their reading volume as well as their knowledge base, and a positive attitude towards reading has been developed. It is recommended to continue the various activities next year. The extra two reading lessons can be extended to whole form.

● Students have a broader knowledge foundation

- According to a student survey, over 70% of students in both junior and senior forms agreed that the Chinese and English reading materials were suitable for their level. Regarding the statement 'reading materials help broaden my horizons and knowledge,' 52.2% of junior form students agreed and 38% were neutral, while 41% of senior form students agreed and 40% were neutral. Over 60% of both junior and senior form students expressed a desire to choose their own books. The difference between students' expectations for the reading sessions and the actual implementation has affected the effectiveness of the reading period. It is suggested that the reading materials provided by each subject can be improved step by step. Each subject can incorporate reading elements into coursework gradually. It is hoped that students can understand the importance of learning and expanding their knowledge through reading.

● Students have mastered the basic reading strategies and are able to flexibly apply them during reading

- Based on lesson observations, students' notes and teachers' reflection, it is evident that Chinese teachers have taught students basic reading strategies throughout the year, which students are also able to apply. It is recommended that next year, reading strategies should be taught at the beginning of each semester, and cross-disciplinary collaboration should be promoted to provide students with more opportunities to apply what they have learned. Adequate training should also be provided to teachers.

Objective	Implementation strategy	Success criteria	Method of evaluation	Time scale	Responsible person	Resource Required
1.1 Students have a proper attitude towards reading.	➤ Refining reading materials, considering both students' reading interests and learning needs.	➤ Students are aware that the purpose of reading is to learn. ➤ Students can focus when reading and they can learn through reading.	➤ Questionnaire survey ➤ Reading sessions assessment	➤ May	➤ VP Tse ➤ Tong SL	➤ Time
	➤ Improving the assessment of reading sessions to enhance students' concentration and the use of reading materials for learning.			➤ At the end of each semester	➤ VP Tse ➤ Tong SL	➤ Time
	➤ Utilizing morning assemblies, Ring Ten, and other channels to create a consensus that learning can be achieved through reading.			➤ At the end of each semester	➤ Tse SF ➤ Tong SL	➤ Time
1.2 Students have a broader knowledge foundation.	➤ Deepening collaboration between subject departments and the library to organize diverse reading activities for students.	➤ Students recognize that reading has extended their knowledge. ➤ Students have increased their subject knowledge through reading.	➤ Questionnaire survey ➤ Subjects assessment	➤ May ➤ Whole year	➤ VP Tse ➤ Tong SL ➤ Panel heads	➤ Time
	➤ Improving the Chinese and English subject reading session arrangements, and inviting some subjects to attempt to promote learning through reading within their respective subjects.					
1.3 Students have mastered basic reading strategies and can flexibly apply them during reading.	➤ Incorporating reading strategy training into the study skills training for new coming students, with Chinese and English teachers conducting the training during class time. ➤ Inviting teachers from different subjects to participate in the Academic Affairs Committee Reading Unit to explore how to enhance students' reading abilities through cross-disciplinary reading. ➤ Enhancing teacher training including school visits and collaboration with QSIP to promote cross-disciplinary reading.	➤ Students are able to master basic reading strategies and have opportunities to apply them in different subjects.	➤ Lesson observation ➤ Students reading assignment ➤ Minutes	➤ Whole year	➤ VP Tse ➤ Tong SL ➤ Panel heads	➤ Time

Major Concern 2 : Develop students' self-learning ability

Feedback and follow-up from the previous academic year :

● Students' self-learning ability

- This year, training was provided for junior form students in the following areas: study skills for F.1 (mainly note-taking methods), creative thinking for F.2, and advanced thinking skills training for F.3 to F.4. Based on the feedback collected by the Academic Affair Committee, the situation regarding cross-disciplinary collaboration to train students' self-learning abilities is as follows: Humanities subjects, including Chinese, History, Geography, and Chinese History, have encouraged students to take notes. Students are able to flexibly use different methods to organize their own notes. This was mainly arranged for F.1 and some more able F.1-F.4 students only this year, so it is recommended that next year, all levels of junior forms can follow suit. Creative thinking training for F.2 was conducted during STEM activities, but teachers reflected that the skill cannot be applied into students' learning. On the other hand, Chinese History, Computer, and Music teachers incorporated elements of creative thinking training into their coursework, which is expected to continue next year. Moreover, creative thinking training will be introduced in F.1 Chinese and English writing. Regarding the advanced thinking skills training for F.3 and F.4 students, based on information provided by the Chemistry department, teachers have already included the advanced thinking skills training (originally scheduled for F.4 students) in F.3 curriculum. Therefore, next year, advanced thinking skills training will only be provided to F.3 students, with the combination of F.3 and F.4 curriculum content. Next year, the focus will be on improving the thinking skills training curriculum and exploring how each subject can better integrate the relevant training.
- Other follow-up work includes enriching the overall study skills training for F.1 students, including P6-F1 study skills, project learning and presentation skill training.

● Students know how to improve through the assessments

- Based on discussions among teachers from different KLAs and feedback from staff development days, some subjects conduct test paper analyses and provide feedback for teaching at all levels, while others implement this practice at some levels, as detailed in each subject's annual plan review. Next year, collaboration with QSIP will continue to facilitate the reform.

Objective	Implementation strategy	Success criteria	Method of evaluation	Time scale	Responsible person	Resource Required
2.1 Students are able to use diverse learning techniques in their studies.	➤ Providing appropriate skills training for students, including study skills training for Pre-S.1, effective presentation skills for F.1 and advanced thinking skills training for F.3 students.	➤ Students acknowledge that cross-disciplinary learning has helped to improve their learning abilities. ➤ Students have more opportunities for self-learning in the learning process.	➤ Students' coursework performance. ➤ Teachers' observation ➤ Teacher teaching exchange and feedback, including teacher development days.	➤ Whole year	➤ VP Tse ➤ Wong CY	➤ Time
	➤ Organizing cross-disciplinary learning activities to provide students with more opportunities to integrate multiple skills, including project learning for F.1, STEM activities for F.2, and cross-disciplinary debate competitions for F.3.			➤ Whole year	➤ Chan KY ➤ Chan HT	➤ Time
	➤ More teachers are changing their teaching methods or coursework requirements to promote self-learning among students.			➤ Whole year	➤ Panel heads	➤ Time
2.2 Students can see their strengths and weaknesses in their learning across different subjects and know how to improve.	➤ Collaboration with QSIP will continue to deepen the school's understanding about using assessment data to provide feedback for teaching. ➤ All subjects at all levels implement data analyses to show students their areas for improvement. ➤ All subjects at all levels implement data analyses to improve teaching strategies	➤ More teachers master techniques such as test paper design and data analysis. ➤ Students understand their personal strengths and weaknesses in their learning through test data analysis and know how to improve.	➤ Exam paper reviews for all subjects. ➤ Lesson observation ➤ Minutes for all subjects ➤ Staff development day.	➤ Whole year	➤ VP Tse ➤ Leung CC ➤ Panel heads	➤ Time

Major Concern 3 : Enhance students' sense of well-being through positive education

Feedback and follow-up from the previous academic year :

Realizing students' strengths and potentials; cultivating positives values in students

● Positive Education Training

- Organize training workshops and lectures on positive education and character strengths for teachers, parents, and students.
- Teachers: In October 2022, the Counseling Unit invited the Bei Shan Tang Foundation to conduct a workshop on Positive Education for all teachers, allowing them to understand what positive education was and enhance students' sense of well-being. In the coming year, training for teachers on how to incorporate positive teaching strategies will be the focus. The Counseling Unit will also invite some colleagues to form a positive learning circle to learn and share with each other.
Students: The organization of prefects, Student Health Team, career prefects, etc. will be strengthened by providing students with training, so that they can actively promote positive messages such as mental health education in the school through games and workshops to enhance students' happiness.
- Parents: The school has promoted positive education to parents in various ways. The Careers and Life Planning Unit introduced the PERMA model of positive psychology to parents to help them understand its relationship with career planning. The school also held parent workshops where parents could learn about their own personalities, reflect on their interactions with their children, and learn how to become facilitators of their children's growth.

● Understanding Personal character traits and strengths

- Understanding personal character traits and strengths is the foundation of positive education. In response to positive education, the Careers and Life Planning Unit introduced evidence-based psychological assessment tools in junior and senior forms, including the Hong Kong Basic Interest Marker (BIM) (Form 3), the Hong Kong Career Interest Inventory (CII) (Form 5), and the introduction of career planning elements in class teacher periods to promote students' self-understanding and raise their awareness of developing 24 character strengths. The completion rate of the relevant psychological assessments was nearly 85%, and teachers then used the results for individual counseling and guiding students to have further reflection.

● Values Education

- Our school focuses on cultivating students' positive values, teaching them to discern the authenticity of information and make rational and responsible decisions when they act. Our school promoted Information Literacy Education in all forms in order to build up a positive learning atmosphere at school. The Moral, Civic and National Education Unit invited teachers to share during morning assemblies and posted teachers' favorite quotes to inspire students and create a conducive learning atmosphere for students' character development. In view of the annual theme of our school this year: Perseverance and Joy, the unit also organized activities across different forms in diverse formats, including the Moral Character Recognition Program for Form 1 students, Community Service Active Participation Awards, the Most Outstanding Students Elections, and booths about the virtues of perseverance and joy. According to this year's Assessment Program for Affective and Social Outcomes (APASO), students' self-evaluation of the three positive values, perseverance, caring, and respect for others, was higher than the norm in junior secondary and senior secondary school, proving the gradual establishment of a positive atmosphere in the school.

Cultivating students' sense of belonging to the school and promoting students' connections with the community

● Improving campus environment and facilities to create a positive atmosphere

- The Counseling Unit participated in the Jockey Club Project Well-being to promote interaction between teachers and students and provide students with more involvement through campus space transformation. The design embodied the concept of co-construction by teachers and students. Students had the opportunity to propose ideas for the transformation of different areas of the campus, on which a professional team of architects and interior designers based their designs. The renovation project has already started and is expected to be completed in December 2023.

● Atmosphere of Gratitude

- Through large-scale events, students are taught to increase their positive emotions with an attitude of gratitude. For example, the Counseling Unit organized the Thanksgiving Fair 2023, which featured a series of gratitude programs, including song dedication, DIY arts and crafts, video clip broadcast, large-scale group games, and gratitude booths co-organized by Peer Support Group, Student Support Team, Joyful TEEN ambassadors, and Peer Mediators. The event aimed to develop students' habit of being grateful, improve their interpersonal relationships through positive education, and develop their individual strengths through activity design.

● Establishing a Sense of Purpose

- Our school **encourages** students to strive towards clear goals. After introducing the further studies pathways and goal-setting techniques to Form 3 and Form 5 students, the Careers and Life Planning Unit encouraged students to reflect on the relationship between personal goals and social expectations under the guidance of class teachers. The majority of students finished with detailed preparation and mutual appreciation and encouragement. In this academic year, the Careers and Life Planning Unit became a member of the CLAP@JC network schools, establishing connections with other schools and the business community to provide students with unique career experiences in the coming year. Additionally, over 30 alumni participated in the our sharing day, which not only exemplified their sense of belonging to the school, but also allowed all Form 6 students to learn deeper about post-secondary education programmes and the social significance of different careers. According to the APASO, students at all forms scored higher than the Hong Kong norms in the "goal setting" category, with a difference of "moderate" in Form 3, indicating our preliminary positive outcomes.

● Strengthening service-learning activities

- The school has collaborated extensively with non-governmental organizations, including the Jockey Club, Lutheran Church, and Youth Outreach, to engage students in service-learning projects that involve learning more about the local community and serving it. Some service-learning activities also incorporated elements of leadership training. Students showed great enthusiasm and high attendance in such activities and developed a deeper understanding and empathy towards the disadvantaged groups in Hong Kong.

Fostering students' sense of achievement through participation in various activities

- With the relaxation of pandemic restrictions, groups under the Student Affairs Committee resumed a full range of physical activities, which allowed students to discover their character traits, equip themselves with skills, and inspire them to make meaningful contributions in society in the future.
- **Creating activity spaces and platforms**
 - For the sake of students' holistic development, activities was resumed in full scale. In addition to regular Other Learning Experiences (OLE) Days, this year we implemented Joyful Wednesdays, on which each lesson was shortened by five minutes, leaving the afternoon for different subjects and class teachers to organize activities regarding positive education at different forms. The activities covered a wide range of areas, including science, sports, arts, volunteer services, and activities showing gratitude. According to the evaluation feedback, the majority of teachers and students acknowledged the purpose of Joyful Wednesdays but they had different opinions on the implementation details and types of activities. The school will integrate feedback from all parties, adapt and optimize the Joyful Wednesday activities based on the actual school situation. In addition, apart from using the ECLASS system for a summary of activity records in Form 6, the school introduced My Life Planning Portfolio system by the EDB to Form 3 and Form 4 students. The aim was to enable students to document and reflect on their academic and extracurricular experiences, explore their strengths, and consider future development directions.
- **Leadership Training**
 - Our school actively trains student leaders. Each unit utilized diverse activities, including experiential learning, service learning, adventure programs, inter-school training, and online learning reward schemes, to cultivate leadership qualities through practical experiences and services inside and outside school. The Counseling Unit collaborates with school social workers and non-governmental organizations to implement leadership training programs in different forms. The training was extended to students in Form 1 and Form 2, allowing them to understand the qualities of leadership at an earlier stage. The Discipline Unit also provides appropriate training for prefects to help them understand their responsibilities and provide necessary support. The school recognized the contributions made by student leaders and service units to the school. In the new academic year, the training will be extended to class monitors and class committee members.
- **Commending Students**
 - Our school values the holistic development of students. We explored and recognized their talents through various internal and external competitions ranging from academics, arts, sports, service, and outstanding performance. In addition to the year-end award ceremony, our school organized a mid-term award ceremony where the principal and vice-principal presented both internal and external awards to students publicly with a view to recognizing the achievements of the awardees and setting examples for other students. According to the records of internal awards, our students received over a thousand awards for service and accomplishments. The purpose of these awards was to enhance students' sense of achievement and encourage them to be perseverant and ambitious.

Promoting Students' Mental Well-being and Developing Positive Emotions

● Establishing Positive Behaviors

- The Counseling and Discipline Units encouraged students to develop positive behaviors through various activities. The Discipline Unit held inter-class punctuality competitions every month and provided crime prevention information to help students make correct judgments when faced with problems. The Counseling Unit held activities such as personal growth camps, advanced adventure training, team-building games and city hunt, in an attempt to boost students' collaboration and problem-solving abilities and enhance their self-confidence. Soft approaches were employed, such as Thanksgiving Fair and game booths, to develop students' gratitude and social skills, creating a supportive and harmonious environment.

● Resilience and Stress Alleviation

- Through various adventure activities, workshops, and sharing sessions, students' resilience was developed. Some activities were arranged for students and parents to participate in together, which could promote parent-child relationships. In terms of stress alleviation, mindfulness mentors provided students with mindfulness talks and experiential courses. Students responded positively to these initiatives, but there is still room for improvement in the implementation details. The Counselling Unit will further optimize the mindfulness program in the next school year.

● Individual Support

- For a small number of students with special needs, the Student Support Team provided individual counseling, group activities, and small-group interventions based on students' strengths. These specialized programs covered various fields such as science, information technology, performing arts, and urban planning, which not only promoted students' knowledge, skills, and potential development so as to accumulate their successful experiences, but also inspired self-awareness and boost self-directed learning skills and decision-making abilities, with an ultimate aim for students to explore life and career planning and paths. The Counselling Unit maintained close contact with clinical psychologists, social workers, and educational psychologists to provide support with preventive measures and individual counseling, helping students develop positive thinking and increasing their awareness of seeking help. According to the annual APASO results, students' awareness of seeking help proactively significantly improved compared to the previous year.

● Feedback from Surveys

- Despite the school's implementation of various activities in all forms, according to annual APASO results, "emotional stability" in both junior and senior form were slightly lower than the norm. "Anxiety before tests and exams" was also lower than the norm, with a "moderate" difference in senior form. These two results are similar to that of the previous year. The school will strengthen relevant coping strategies.

Objective	Implementation strategy	Success criteria	Method of evaluation	Time scale	Responsible person	Resource Required
3.1 Students will be able to be more self-aware of their own strengths and essential life values to develop	➤ Organize training workshops and talks for teachers about positive education and how it can be applied in teaching and learning	➤ Teachers will be able to utilize the materials in workshops and talks to help promote positive education in school	➤ Feedback from teachers ➤ Stakeholder survey	➤ Staff Development Days	➤ VP Ching ➤ Kwong KT ➤ Tam ST	➤ Time
	➤ Utilize the results of psychological tools to clarify students' self-concept and to develop students' strengths	➤ Students are able to recognize the implications and limitations behind the psychological tools to enhance their self-exploration	➤ Stakeholder survey ➤ Teachers' observation	➤ Nov 23 ➤ Mar 24 ➤ Jul 24	➤ VP Ching ➤ Tam ST	➤ Time
	➤ Enhance values education through nurturing students' positive values and attitudes (including a sense of national identity, empathy and diligence)	➤ Students are able to make reasonable judgement and take appropriate action based on their positive values when facing challenges in life	➤ Stakeholder survey (e.g.APASO) ➤ Teachers' observation	➤ Whole-year	➤ VP Ching ➤ Chow WL ➤ Lee KW	➤ Time
3.2 Students will actively engage in both school and community activities	➤ Fine-tune the timetable to include a half-day dedicated to activities on a weekly basis	➤ Positive feedback on the half-day arrangement from students and teachers	➤ Stakeholder survey ➤ Teachers' observation	➤ Whole-year	➤ VP Ching ➤ VP Chiu ➤ Lam TS ➤ Chow WL	➤ Time
	➤ Select and arrange a diverse range of OLE activities, including service learning, leadership training and other authentic experiences, to accommodate students with varying interests and abilities.	➤ Most students feel satisfied with the activities ➤ The purposes of the diverse range of OLE activities are achieved	➤ Stakeholder survey ➤ Teachers' observation	➤ Whole-year	➤ VP Ching ➤ Lam TS ➤ Chow WL ➤ Kwong KT ➤ Tam ST	➤ Time
	➤ Continue to recognize students' achievements through various means	➤ Both major and minor achievements are recognized	➤ Stakeholder survey ➤ Teachers' observation	➤ Whole-year	➤ VP Ching ➤ Chan KW ➤ Lam TS ➤ Chow WL	➤ Time

Objective	Implementation strategy	Success criteria	Method of evaluation	Time scale	Responsible person	Resource Required
3.3 Students will be able to lead a healthy lifestyle physically, socially and psychologically	➤ Further enhance students' self-regulatory skills in a preventive manner, by guiding students to understand and regulate their own emotions	➤ Students are able to regulate their emotions more effectively as reflected in relevant scales and questionnaires	➤ Stakeholder survey (e.g.APASO) ➤ Teachers' observation	➤ Whole-year	➤ VP Ching ➤ Kwong KT ➤ Kwok CY	➤ Time
	➤ Upgrade and renovate school facilities as hardware and foundational improvements to enhance students' sense of well-being.	➤ Students show greater sense of well-being	➤ Stakeholder survey ➤ Teachers' observation	➤ Whole-year	➤ VP Ching ➤ Kwong KT ➤ Chan KW	
	➤ Enhance students' awareness of leading a healthy lifestyle	➤ Students' sense of awareness for having a better lifestyle improve	➤ Stakeholder survey (e.g.APASO) ➤ Teachers' observation	➤ Whole-year	➤ VP Ching ➤ Chan KW ➤ Lee KW	
	➤ Enhance the support for individual or group guidance and counselling	➤ Students show improvement in relevant areas	➤ Stakeholder survey ➤ Teachers' observation	➤ Whole-year	➤ VP Ching ➤ Kwok CY ➤ Kwong KT	