Po On Commercial Association
Wong Siu Ching Secondary School

Annual School Plan

2026 – 2027

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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School Year 2026 – 2027

Major Concerns

1. To nurture students to be self-directed learners
2. To empower students to embrace challenges and develop belief in themselves

Major Concern 1 : To nurture students to be self-directed learners

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

- During the 2025-2026 school year, significant progress was made in nurturing self-directed learners, largely driven by a highly effective collaborative learning atmosphere across all forms. Students demonstrated strong metacognitive growth, critical thinking, and mastery of reading strategies, with a majority actively reflecting on and planning their learning. The successful implementation of peer collaboration techniques, such as the Think-Pair-Share (TPS) strategy, enhanced students' comprehension of complex topics and fostered active participation in group discussions across various departments.
- Despite these achievements, a pervasive "fear of failure" remains a key barrier, lowering student confidence and causing reluctance to actively ask questions during lessons, particularly in senior forms. Furthermore, heavy academic workloads and external tutoring have created time management struggles that negatively impact students' participation in extracurriculars and study circles. To build on current progress, follow-up actions will focus on promoting a growth mindset to help students embrace failure, providing structured time management guidance, and further refining collaborative strategies to ensure active, confident engagement from all students.
- To prepare our students for future academic and personal challenges, we focus on shifting classroom dynamics from teacher-centered instruction to student-centered dialogue. The following matrix details our objectives, implementation strategies, success criteria, and evaluation methods for the upcoming academic year.

Objective	Implementation strategy	Success criteria	Method of evaluation	Time scale	Responsible person	Resource Required
1.1 Foster active learning and critical thinking through Think–Pair–Share (TPS) and aligned preparation.	**Pre-Lesson Preparation:** ➢ Assign pre-lesson inquiry tasks that directly align with the core teaching objectives and stimulate higher-order thinking. **Think–Pair–Share Integration:** ➢ Implement TPS as a core pedagogical tool to transition students from passive listeners to active participants, explicitly scaffolding activities so that students are able to verbalize their thoughts effectively. **Structured Peer Evaluation:** ➢ Incorporate structured peer learning and evaluation protocols during the 'Pair' and 'Share' phases.	1.1.1 Over 70% of students consistently complete pre-lesson preparation tasks. 1.1.2 Lesson observations indicate that over 70% of students are confidently able to verbalize their thoughts during the 'Share' phase. 1.1.3 Students demonstrate clear understanding of how prep connects to objectives. 1.1.4 Students consistently demonstrate quality TPS by engaging in higher-order thinking and asking probing questions. 1.1.5 Classroom culture shifts towards student-centered dialogue, with effective peer learning and evaluation clearly reflected in student interactions and feedback.	➢ Lesson observations ➢ Student work samples (including peer evaluation forms) ➢ Teacher & student surveys	➢ Throughout the year	➢ VP (Acad.) ➢ Panel Heads Panel Heads (e.g., English Language, Mathematics, Chinese Language)	➢ Digital tools (Google Classroom) ➢ Rubrics for TPS and peer evaluation ➢ PD workshops on active learning and higher-order questioning

Objective	Implementation strategy	Success criteria	Method of evaluation	Time scale	Responsible person	Resource Required
1.2 Cultivate resilience and a growth mindset as foundational elements of self-directed learning.	**Mindset Prompts in Prep Work:** ➢ Embed growth mindset prompts within self-directed learning tasks (e.g., reflecting on challenges). **Resilient Peer Learning:** ➢ Use the 3Ps (Preparation, Participation and Presentation) during TPS to help students see peer learning and evaluation as constructive tools for growth.	1.2.1 More than 60% of students show metacognitive growth and resilience in journals. 1.2.2 70% report feeling comfortable making mistakes and actively participating in peer evaluation during discussions. 1.2.3 Students exhibit greater persistence when tackling complex pre-lesson tasks. 1.2.4 Students embrace peer feedback during the 'Pair' phase, utilizing it to refine the way they verbalize their thoughts and solutions.	➢ Journal reviews ➢ Student self and peer - assessment rubrics ➢ Focus group interviews	➢ Throughout the year	➢ VP (Acad.) ➢ OLE Coordination Unit ➢ Counselling Unit	➢ Financial resources for student wellbeing workshops ➢ Reflective journal templates ➢ Peer evaluation guidelines

Major Concern 2 : To empower students to embrace challenges and develop belief in themselves

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

- Based on qualitative and quantitative evaluations, progress has been made in nurturing students' confidence and fostering a growth mindset. Students report more opportunities to tackle challenges, supported by time-management frameworks and revised project timelines designed to reduce anxiety. Academic departments have successfully replaced some of the traditional assessments with more meaningful alternatives to deepen understanding and alleviate performance pressure.
- The school's focus on a growth mindset has yielded positive results, with a high "Perseverance" Q-score (113) from the APASO survey (25-26) and a student-reported score of 4.38 out of 6 on the Growth Mindset Scale. Initiatives like structured reflection, flexible creative spaces in arts, and mock interviews have demonstrably increased student confidence and ownership of their learning. Furthermore, students consistently exhibit positive life values, with high scores in honesty, morality, national identity.
- Looking ahead, APASO (25-26) reflects that a fear of failure persists, as indicated by an overall low "No Fear of Failure" Q-score (93). This is identified as a key barrier to developing comprehensive self-confidence. For the upcoming year, the school plans to continue promoting a growth mindset, with a specific focus on helping students embrace challenges and view failure as a crucial part of the learning process and personal growth. The goal is for students to utilize their skills to better manage their time usage, and become more a resilient and self-directed learners who can positively influence their peers while learning to accept setbacks.

Objective	Implementation strategy	Success criteria	Method of evaluation	Time scale	Responsible person	Resource Required
2.1 Students are able to utilize their optimized time to engage in meaningful activities and tackle challenges	➢ To utilize the optimized time by introducing high-quality, cross-curricular, and self-directed learning experiences. ➢ To guide students to master time-management and goal-tracking tools in their daily routines. ➢ To allow students to demonstrate time management skills in various occasions, like students' societies, SBA works, revision schedules etc	2.1.1 Students report that they use their time more effectively. 2.1.2 Students feel more competent in pursuing and achieving their own academic or extracurricular goals.	➢ Related scales in KPM/ APASO / SHS ➢ Teachers' observations ➢ Scrutiny of Reflections/ Sharings from students ➢ Programme plans of various units / students' societies	➢ Throughout the year ➢ Throughout the year	➢ VP (Pastoral Care) ➢ Various subjects and functional units heads	➢ Financial Resources (e.g. guests/ books purchase) ➢ Time (e.g. class periods) ➢ External Resources (e.g. NGO partnership)

Objective	Implementation strategy	Success criteria	Method of evaluation	Time scale	Responsible person	Resource Required
2.2 Students proactively demonstrate a growth mindset and are able to embrace failure.	➢ To roll out the growth mindset strategies developed into daily teaching practices across all subjects ➢ To embed the reflective models (e.g. 4Fs) into routine pedagogy and assignments), transitioning it into a habitual framework for students ➢ To provide students representatives (e.g. elites/ society heads) opportunities to showcase their GM / failure stories to peers ➢ To share of good practices of GM applications among staff ➢ To continue to review and implement the school policy by incorporating growth mindset principles	2.2.1 Students are more willing to accept failure and treat it as part of the progress toward success. 2.2.2 Students recognize and appreciate the policy changes and school atmosphere (e.g., pedagogy, school culture).	➢ Related scales in KPM/ APASO / SHS ➢ Teachers' observations ➢ Focus Groups/ ➢ Interviews ➢ Scrutiny of Reflections/ Sharings from students	➢ Throughout the year	➢ VP (Pastoral Care) ➢ Various subjects and functional units heads	➢ Time (e.g. OLE Days / class assembly periods) ➢ Financial Resources (guests/ books purchase etc) ➢ External Resources (e.g.NGO partnership)
2.3 Students are able to internalize priority values to act as self-directed learners who positively influence others	➢ To implement value-driven learning experiences, in support of priority value: Acceptance (接納) ➢ To integrate values-based Tasks into the curriculum ➢ To better utilize various platforms and student leadership opportunities where students publicly demonstrate and lead initiatives based on priority values in action	2.3.1 More students are able to demonstrate the priority life value in both academic and non-academic areas 2.3.2 More students agree that the values-based learning experiences helped them understand how to apply school priority values to real-world	➢ Related scales in KPM/ APASO / SHS ➢ Teachers' observations ➢ Scrutiny of Reflections/ Sharings from students ➢ Programme plans of various units	➢ Throughout the year	➢ VP (Pastoral Care) ➢ Various subjects and functional units heads	➢ Time (e.g. OLE Days / class assembly periods) ➢ Financial Resources (e.g. guests/ books purchase) ➢ External Resources (e.g.NGO partnership)