

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

Annual School Plan

2024 – 2025

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 2024 – 2025

Major Concerns

1. To promote reading among students
2. To develop students' self-learning abilities
3. Enhance students' sense of well-being through positive education.

Major Concern 1 : To promote reading among students

Feedback and follow-up from the previous academic year :

● Students have a more positive attitude towards reading

- According to survey data, approximately 50% of junior students and 54% of senior students agreed or strongly agreed that reading broadened knowledge and was conducive to learning. Around 90% of students from both junior and senior expressed a neutral to agreeable stance. Over 80% of junior and senior students found the assessment methods of lunch time reading period reasonable. Regarding teachers who agreed that students enjoyed reading compared to previous years, there is a 20% increase.

Additionally, when asked if students use reading as a learning method, an average of 41% of students from Form One to Form Five agreed or strongly agreed, while 40% remained neutral. From the teachers' perspective, factors influencing students' reading habits included the time to hold reading period (after lunch), unappealing reading materials (54.8% of junior and 43.8% of senior teachers), and students' lack of freedom to choose their reading materials (48.4% of junior and 37.5% of senior teachers). It is evident that both teachers and students can further enhance their awareness of capitalizing reading as a learning tool, and it is recommended to focus on implementing initiatives that prioritize learning through reading in the coming year.

● Students have a broader knowledge foundation

- In the current academic year, subjects such as Chinese, Chemistry, Biology, and Mathematics collaborated with the library to encourage students to read. During the exchange sessions on professional development days, some teachers incorporated reading elements into certain subjects, such as Biology, in assessment papers. Students held a positive attitude towards whether reading could broaden their knowledge foundation, as detailed in the previous section. Another example is during the Form Three teacher reading sharing session, over 70% of students expressed that books recommended by teachers stimulated their thinking and expanded their knowledge. According to discussions in reading unit meetings and teacher development days, both Chinese and English language subjects are improving the selection of reading period materials. Approximately 40% of junior and senior students agreed or strongly agreed that reading materials were conducive to expanding knowledge across various subjects, while over 80% of students from both levels expressed a neutral to agreeable stance.

Cross-disciplinary reading activities and collaborations with the library have also increased, as evidenced by the growing integration of reading elements in various subjects. It is recommended that all subjects incorporate reading elements into their curricula next year to cultivate students' reading habits and promote learning through reading.

● Students have mastered basic reading strategies

- The collaboration between the Chinese and English language subjects and QSiP has been implemented with an aim to develop reading strategies during the lunch time reading period. The learning skills program for students transitioning from primary six to secondary one has also incorporated reading strategy instruction. According to the APASO survey, students perceived themselves to have good reading strategy capabilities, with a Q-value of 116 for junior students and 107 for senior students, indicating that students believe they have acquired a certain level of reading strategies. It is recommended to continue the collaboration with QSiP next year to further enhance curriculum integration and cross-curricular reading in junior school, providing students with more opportunities to apply relevant reading strategies in various subjects and enhance their reading

Objective	Implementation strategy	Success criteria	Method of evaluation	Time scale	Responsible person	Resource Required
1.1 Students have a positive attitude towards reading.	➤ Creating consensus through morning assemblies, library activities, and subject teachers' introductions: Learning through reading.	➤ Students are aware of the purpose of learning through reading.	➤ Questionnaire survey (teachers and students)	➤ May	➤ VP Tse ➤ Tong SL	➤ Time
	➤ Establishing effective assessments for the reading session and promote students' engagement in reading	➤ During the reading session, students are focused and are able to learn through reading	➤ Reading session assessment ➤ Reading Unit minutes	➤ At the end of each semester	➤ VP Tse ➤ Tong SL	➤ Time
	➤ Reviewing the reading materials for the lunch time reading period annually by each subject panel head. The Reading Unit assesses the overall implementation of reading throughout the year, aiming to encourage students to develop a habit of using reading as a learning tool.			➤ At the end of each semester	➤ Tse SF ➤ Tong SL	➤ Time
1.2 Students develop a broader knowledge foundation	➤ All subjects incorporate reading elements into their curriculum, such as incorporating reading materials in pre-learning or assessment content	➤ Students have increased their subject-specific knowledge by reading	➤ Questionnaire survey	➤ May	➤ VP Tse	➤ Time
	➤ The library regularly organizes reading activities in collaboration with different subjects, allowing students to broaden their knowledge through reading	➤ Students recognize that reading is a tool for learning knowledge across various subjects.	➤ The teaching plan of various subjects ➤ QSiP collaboration meetings	➤ Whole year	➤ Tong SL ➤ Panel heads	
	➤ The English department collaborates with QSiP to develop cross-curricular reading, fostering interdisciplinary reading experiences.					

1.3 Students have acquired basic reading strategies and demonstrate flexibility in applying them during reading.	<ul style="list-style-type: none"> ➤ Reading strategy training is incorporated into the skills development program for the coming Form one students. Both Chinese and English subject teachers provide training on reading strategies during classroom sessions ➤ Reading Unit plays a significant role in integrating common reading strategies into reading activities across various subjects in junior form. ➤ Teacher training is conducted by educational institutions providing training for students' learning abilities to familiarize teachers with students' learning content. Collaboration with QSiP is promoted to facilitate cross-curricular reading. 	<ul style="list-style-type: none"> ➤ Students are able to grasp basic reading strategies ➤ Students have the opportunity to apply different reading strategies across various subjects 	<ul style="list-style-type: none"> ➤ Lesson observation ➤ Students' reading assignments ➤ Minutes 	➤ Whole year	<ul style="list-style-type: none"> ➤ VP Tse ➤ Tong SL ➤ Panel heads 	➤ Time
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Major Concern 2 : To develop students' self-learning abilities

Feedback and follow-up from the previous academic year :

● Students' self-learning ability

- From teachers' sharing and collection students' learning outcomes, students are observed to possess the ability to cultivate different skills in the assignments designed by teachers. Some subject teachers promote self-directed learning in their teaching. According to a stakeholder survey, 79% of teachers believed they taught students different learning methods, 72.5% of students agreed that teachers guided them in using different learning methods, and 55% felt they acquired various learning methods. It is recommended that the Academic Affairs Unit periodically updates the content of student abilities training, provides training for teachers, and encourages more subjects to incorporate student abilities training into their curriculum. This includes sharing personal or student success stories in learning, thereby enhancing students' learning confidence.

● Students' learning improvements in various subjects

- Each subject has a blueprint for tests and exams and data analysis after assessments. The collaboration between the Economics, Chemistry, and QSiP departments has resulted in the use of data analysis in Economics. The mock exam papers in Form Six were analyzed to provide each student with a learning strengths and weaknesses analysis report. During teacher development days, the Chinese Language department showcased the implementation of feedback through data analysis and involved students in analyzing their own learning data to identify areas for improvement. Next year, the collaboration between different subject teachers and QSiP will continue to enhance teachers' data analysis skills. The analysis reports from assessments in various subjects in junior school will be used to timely communicate with parents and students, utilizing data analysis reports to help students identify areas for improvement and to ensure parental support.

Objective	Implementation strategy	Success criteria	Method of evaluation	Time scale	Responsible person	Resource Required
2.1 Students are able to apply diverse learning techniques in their studies	➤ Updating regularly the training arrangements for various levels in junior form should be made, providing students with appropriate learning skills training	➤ Students acknowledge the benefits of subject-based and cross-curricular learning, as it provides them with more opportunities to apply different learning techniques	➤ Collecting self-study notes from students in various subjects and compiling them into a booklet to serve as a self-learning guide for future Form one students.	➤ Whole year	➤ VP Tse ➤ Chan KY ➤ Wong CY	➤ Time
	➤ Organizing cross-curricular learning activities in junior and senior form to provide students with more opportunities to integrate and apply multiple skills.	➤ Students have more opportunities for self-learning throughout their learning process.	➤ Teacher professional development and reporting of teaching practices.	➤ Whole year	➤ VP Tse ➤ KLA coordinators	➤ Time
	➤ More teachers are changing their teaching methods or assignment requirements to promote student self-learning			➤ Staff development days	➤ Staff development team	➤ Time
2.2 Students are able to identify their strengths and weaknesses in various subjects and make improvements in their learning.	➤ The collaboration with QSiP will continue next year to deepen the knowledge of using assessment data among teachers. ➤ Implementing data analysis of assessments in all subjects and forms to help students identify areas for improvement ➤ Enhancing the implementation of using assessment data to provide feedback for teaching in all subjects.	➤ Enable more teachers to acquire skills in test paper design and data analysis ➤ Junior form students and parents can use assessment data to understand their individual learning strengths and weaknesses, facilitating targeted improvements	➤ Reviews of assessment papers in all subjects. (The first term assessment reviews will be collected and delivered to the parents of junior form) ➤ Lesson observation ➤ Subject panel meetings ➤ Staff development day	➤ Whole year	➤ VP Tse ➤ Leung CC ➤ Panel heads	➤ Time

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

Feedback and follow-up from the previous academic year :

Students will increase their self-awareness of their own strengths and essential life values

● Relevant Training and Promotion

- In March 2024, the Counselling Team organized an "Expressive Arts Workshop" for all our teaching staff. Led by the registered Expressive Arts Therapists, teachers learned how to use artistic forms to enhance positive emotions, with some methods (such as mindfulness) also introduced to help students relieve stress. To enhance teachers' professional skills in handling student affairs, different teams encouraged and recommended teachers to pursue professional development training, including courses on positive education, career planning, and SEN education. The Counselling Team and the Career & Life Planning Unit also participated in sharing sessions organized by the Education Bureau and the Hong Kong Subsidized Secondary Schools Council in April and May, sharing their experiences in implementing positive education practices and connecting them with school-based policies. Next year, the school will focus on how to deepen and apply positive education elements in the classroom, launching relevant teacher development programmes.

● Understanding Personality Traits and Strengths

- Understanding one's personality traits and strengths is the foundation of positive education. The school's Career & Life Planning Unit has introduced relevant evidence-based psychological assessment tools, as well as using soft approaches to facilitate students' self-understanding. Some school activities have also incorporated elements of character strengths, allowing students to excel in different roles.

● Values Education

- The school emphasizes cultivating students' positive values and making rational and responsible decisions and behaviors. The Moral, Civic and National Education Unit has used various methods, such as morning assembly sharing, displaying teachers' moral quotes, recognition schemes and awards, to create a favorable learning environment and develop students' character, in line with the annual theme of "Empathy and Diligence" this school year. According to the Assessment Program for Affective and Social Outcomes (APASO) this year, the school's self-evaluated items related to morality, such as moral conduct and volunteer participation, have exceeded the Hong Kong norm, demonstrating the preliminary results of the "empathy" education practice.

Students will actively engage in both school and community activities

● **Diverse Activities**

- The school has introduced a variety of activities during the Joyful Fridays, class teacher periods, and Other Learning Experience Days, ranging from leadership training, sports, arts, volunteer services to career planning. The main goal is to enhance students' positive emotions and sense of achievement, indirectly improving their sense of well-being and happiness.
- Service Learning Activities: The school has established comprehensive collaboration projects with various NGOs, allowing students to learn through service and serving the nearby community. Some service learning programs have also incorporated leadership training elements. Students have shown great commitment and high attendance rates in the workshops, demonstrating further understanding and empathy towards underprivileged groups in Hong Kong. In fact, according to APASO data, the frequency of volunteer service among our students (especially senior secondary) was higher than the norm.
- Cultivating Gratitude: The school continually teaches students to adopt a grateful attitude and enhance their positive emotions through large-scale events. For example, the Counseling Team's Thanksgiving Fair 2024 featured a series of gratitude programs, including handicraft creation, group games, and gratitude booths co-organized by social workers, the Student Support Team, and the Visual Arts Club. These activities help cultivate students' habit of gratitude, improve their interpersonal relationships in positive education, and develop their character strengths through the activity design.
- Establishing a Sense of Purpose: The school hopes to encourage students to strive towards clear goals. The Career & Life Planning Unit explained further pathways and goal-setting techniques to F3 and F5 students, encouraging them to consider the relationship between personal goals and social significance, with feedback from class teachers. Most students prepare seriously and mutually encourage each other. The Career & Life Planning Unit also joined as a network school of the CLAP Program organized by Jockey Club last year, connecting with other schools and the business sector to optimize self-evaluation and focus more on professional development and career experiences. According to this year's APASO, the school's career planning-related items were mostly above the territory-wide level, although F1 and F2 students' sense of purpose was relatively weaker, so the school will focus on optimizing career planning education for junior secondary students next year.

Overall, this year's APASO data showed that our students generally performed better than the territory-wide level in most areas. However, the time invested in co-curricular and after-school activities (both school-designated and non-designated) was far above the norm. Therefore, the school will continue to make adjustments and refinements to Joyful Fridays and related activities to achieve a more balanced approach.

Students will be able to lead a healthy lifestyle physically, socially and psychologically

● **Improving the campus environment and facilities to create a positive atmosphere**

- The Counseling Team and the General Affairs Office of the school have carried out renovation and design work in different areas of the school (such as covered playground and setting up an integrated counseling room). The relevant construction projects have been completed, with the expectation that the transformation of the campus space will promote teacher-student interaction and provide students with more participatory experiences.

● **Raising students' awareness of mental health and healthy lifestyles**

- At the preventive level, the school has organized a series of healthy campus activities to cultivate students' healthy and positive values. Both the Discipline Team and the Counseling Team have been continuously organizing various activities, such as class management, day camps, and therapeutic groups. Some of the activities were even planned and led by the students themselves, such as peer mediation and peer support groups. In terms of individual support, for some students who have counseling needs or special needs, the Counseling Team, the Student Support Team, and other professionals such as clinical psychologists maintain close communication to provide individual counseling and group support, covering areas such as help-seeking awareness and career planning.
- Although the school has implemented various positive activities at different levels, according to the APASO this year, the students' mental and physical health conditions still need to be improved, and their interpersonal relationships, especially with their parents, were not ideal. The school will focus on designing and implementing more projects in these areas to support the students' needs.

Objective	Implementation strategy	Success criteria	Method of evaluation	Time scale	Responsible person	Resource Required
3.1 Students are able to identify and utilize their own strengths for personal development	➤ Organize training workshops or 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 or talks to help promote positive education in school	➤ Feedback from teachers ➤ Stakeholder survey	➤ Staff development day	➤ VP Ching ➤ Kwong KT ➤ Tam ST	➤ Human resources: Person in charge ➤ Time
	➤ Conduct activities for students to explore their strengths and introduce how they can be related to their future development	➤ Students can participate in activities and plan for their future based on their strengths	➤ Stakeholder survey ➤ Teachers' observation	➤ Whole-year	➤ VP Ching ➤ Tam ST	
3.2 Students are able to engage in rewarding and meaningful extracurricular and interdisciplinary activities.	➤ Select key and meaningful activities for students, by improving coordination during form-teacher periods and Joyful Fridays	➤ Most students feel satisfied with the activities and recognize the purposes of the diverse range of activities	➤ Stakeholder survey ➤ APASO ➤ Teachers' observation	➤ Whole-year	➤ VP Ching ➤ Chow WL ➤ Tam ST ➤ Lam TS	
3.3 Students will be able to lead a healthy lifestyle physically, socially and psychologically	➤ Further enhance students' self-regulatory and interpersonal skills in a preventive manner ➤ Enhance values education through promoting the core values of "Filial Piety" (孝親) and "Unity" (團結)	➤ Students are able to regulate their emotions and manage conflicts more effectively	➤ Stakeholder survey ➤ APASO ➤ Teachers' observation	➤ Whole-year	➤ VP Ching ➤ Kwong KT ➤ Kwok CY ➤ Chow WL	
	➤ Enhance students' awareness of leading a healthy lifestyle	➤ Students' awareness about pursuing a healthier lifestyle is increased	➤ Stakeholder survey ➤ APASO ➤ Teachers' observation	➤ Whole-year	➤ VP Ching ➤ Chan KW ➤ Lee KW	