

1. Major concern: Strengthening national education and upholding positive values

Briefly list feedback and follow-up from the previous school year: Feedback from the previous academic year indicates that all subject departments actively arranged and followed up on national and values education activities. This academic year, we will continue to enhance the national education content across all subject areas and refine the student learning assessment mechanism. Last year, significant efforts were made to provide students with diverse learning experiences and mental health activities, which yielded positive results. This year, we will further develop more diversified, interactive and immersive experiential learning activities.

Regarding punctuality, issues with late arrivals among senior form students led to difficulties in the enforcement of the mobile phone storage policy. Strengthening students' self-discipline and adherence to rules remains a priority. In terms of learning experiences, as last year's activities did not fully cover diverse areas such as academics, arts and social services, this academic year we will continue to prioritise the holistic development of students and the principle of participation by all, ensuring every student can engage in cross-disciplinary learning activities.

Objective ¹	Strategy	Goal ²	Success criteria	Method of Evaluation	Time	Staff-in-charge	Resources required
Enhancing national identity and cultivating a strong sense of civic awareness °	● Holding solemn weekly flag-raising ceremonies with students taking turns to lead, increasing their opportunities to speak under the national flag, and integrating themed talks on traditional festivals to systematically explain their historical significance and strengthen students' sense of national identity ● Playing videos related to national achievements at major school activities, on electronic screens and via Campus TV to enhance students' sense of national pride	National Breadth	● Students demonstrate enhanced understanding of national history, Chinese culture and significant festivals ● At least 75% of students agree that they have the responsibility to uphold national security ● At least 75% of students feel proud to be a part of the country ● At least 75% of students have enhanced their civic awareness ● Through random sampling interviews, students can tell how they would uphold national security through concrete actions within the school environment	● Questionnaire survey for students (Civic and National Education Committee, and Ceremony Committee) ● Teacher observation ● Interview reviews ● Review of the operation of the monitoring mechanism	Whole school year	● Civic and National Education Committee ● Subject panel chairpersons ● Sister School Programme Committee ● Campus TV ● Chinese Department, Chinese History Department, History Department, and Citizenship and Social Development Department	
	● Organising regular Chinese cultural immersion activities (such as intangible cultural heritage workshops and historical film appreciation) supplemented by multimedia presentations on national development achievements, deepening students' understanding of historical culture and contemporary national conditions				Whole school year		
	● Designing activities based on the 'Cognition-Affection-Action' framework, implementing targeted national education initiatives across different year levels and naturally integrating national education elements into subject curricula to enhance students' understanding and awareness of the country				Whole school year		

Objective ¹	Strategy	Goal ²	Success criteria	Method of Evaluation	Time	Staff-in-charge	Resources required
	Adjusting curricula based on assessment feedback, continuously enhancing the integration of national education content and refining student learning assessment mechanisms to improve the overall effectiveness of national education				Whole school year		
	Organising mainland study tours to broaden horizons through first-hand experiences, fostering students' multidimensional understanding of national development				Whole school year		
Enriching students' learning experiences and enhancing their personal qualities	- Offering diverse learning activities encompassing moral and civic education, intellectual development, physical and artistic growth, foreign language classes, religious experiences and work-related exposure to foster students' holistic development - Training students to become ambassadors for the Chinese Medicinal Herb Garden and/or Bio-Eco Corner, overseeing management, educational outreach and community service initiatives to cultivate leadership skills and civic awareness - Continuing to implement the Enhanced Smart Teen Training Camp and Big Brother Mentorship Programme to enhance students' communication, collaboration and self-management skills through diverse activities and training, fostering their holistic development		- At least 75% of students agree that the relevant activities enhance values of benevolence, empathy, unity and responsibility - At least 75% of students agree that relevant activities can broaden their horizons - At least 75% of students agree that relevant activities can improve their communication, collaboration, and self-management skills	- Questionnaire survey for students - Progress report for Pilot Scheme on Other Languages for Junior Secondary Students - Teacher observation - Review of reports and records of subject and committee meetings	Whole school year Whole school year Whole school year	- STREAM Education Committee - Civic and National Education Committee - Religious and Moral Education Committee - Extracurricular Activities Committee - Guidance and Students Growth Committee	\$30,000 (Grant for Pilot Scheme on Other Languages for Junior Secondary Students) (see details in the implementation plan for the scheme) \$600,000 (Life-wide Learning Grant - Extracurricular Activities)

Strengthening moral education and creating a positive values-oriented atmosphere	● Enhancing the content of form teacher periods and weekly assemblies while strengthening class management training for teachers to boost professional competencies	Generic Information	● At least 75% of students agree that relevant activities can create a positive atmosphere in classrooms ● At least 75% of students acknowledge that the relevant activities foster values of benevolence and empathy ● At least 75% of students agree that the relevant activities inspire their sense of integrity and law-abiding awareness ● At least 75% of students agree that relevant measures can help them adhere to rules and maintain self-discipline	● Questionnaire survey for students ● Teacher observation ● Review of reports and records of subject and committee meetings	Whole school year	● Discipline Committee ● Guidance & Students Growth Committee ● Religious and Moral Education Committee ● IT Support Committee ● Staff Development Committee ● Civic and National Education Committee ● Form teachers	
	● Integrating service learning (e.g. elderly visits) to cultivate respect and commitment towards life and family values				Whole school year		
	● Enhancing students' information literacy through lessons of Information and Communication Technology and other subjects, fostering their awareness of online citizenship, ethics, and responsibility ● Strengthening students' self-discipline awareness, improving punctuality habits during morning assemblies through enhanced arrival management, and encouraging earlier school arrival while improving students' grooming and hairstyles to ensure compliance with school regulations and elevate school image ● Strengthening students' awareness of discipline and integrity, and refining the policies and follow-up procedures for mobile phone storage and iPad usage within the school				Whole school year		

Promoting harmony at school and a healthy lifestyle among students	● Teaching students organic farming techniques and engaging them in planting activities to promote the use of organic vegetables in cooking, while advocating for low-carbon and healthy diets ● Promoting the ‘Soul Keeper Mental Health Guardian Programme’ to enable students to collectively foster an inclusive and caring atmosphere and environment ● Utilising diverse activities, including exams of consciousness, mindfulness practices, artistic creation and culinary workshops, to enable students to explore their relationship with nature from multiple perspectives, thereby enhancing their physical, mental, and spiritual well-being ● Encouraging students to strengthen their physical fitness and documenting the duration of their weekly moderate-to-vigorous physical activity outside the classroom ● Promoting a whole-school approach to an Inclusive Mental Health Week, enabling students to develop mutual respect and an inclusive culture that embraces one another through talks, interactive workshops and booth games, thereby fostering good mental health	Generic Healthy	● At least 75% of students agree that their mental and spiritual well-being has improved ● At least 75% of students acknowledge enhanced awareness of inclusion and strengthened values of compassionate mutual support ● At least 75% of students show improvement in their physical fitness test results ● At least 75% of students agree that the relevant activities help to strengthen the values of perseverance and diligence ● At least 75% of students agree that the Inclusive Mental Health Week enhanced their understanding of an inclusive campus	● Questionnaire survey for students ● Teacher observation	Whole school year	● Student Support Committee ● Guidance & Students Growth Committee ● Religious and Moral Education ● Form teachers ● Environmental Education Committee ● Department of PE	
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2. Major concern: Enhancing the quality of students and nurturing future pillars

Briefly list feedback and follow-up from the previous school year: Last academic year, the school dedicated efforts to promoting school-based curriculum reform. For Form 1 Humanities and Form 3 Science subjects, it remains necessary this year to continue adjusting the depth and breadth of the curriculum, while also strengthening support for Chinese-medium classes to alleviate the challenges of English-medium instruction.

Efforts were also made to improve student learning outcomes; however, the Senior Secondary Core Subject Strengthening Programme, conducted during the free lessons of the students studying only two elective subjects, urgently needs to address structural issues such as disparities in student abilities, curriculum fatigue and lack of motivation. Tutorial support should also be more precisely tailored to needs, with improved effectiveness through teaching planning and review.

In fostering students' reading literacy and enhancing their biliteracy and trilingualism, participation in the 'Read Friday' initiative among senior form students requires improvement. The content design should offer greater depth and challenge, and e-reading resources ought to be more closely tied to student interests and linked to the curriculum.

With regard to developing students' innovation capabilities and nurturing ICT literacy, the school actively encouraged participation in STREAM-related activities and competitions last year. However, the STREAM programme requires simultaneous strengthening of teachers' professional development and students' hands-on opportunities.

The previous year also saw active efforts to cultivate students' career planning competencies and to organise numerous physical and arts development activities. This year, career guidance will aim to broaden exposure to emerging industries and enhance the creative presentation of the 'Let's Shine' platform to stimulate students' diverse potential.

Objective ¹	Strategy	Goal ²	Success criteria	Method of Evaluation	Time	Staff-in-charge	Resources required
Honing students' generic skills and increasing learning effectiveness	- Promoting school-based curriculum reform by reviewing junior and senior secondary course content, ensuring curricular continuity, and minimising learning gaps - Offering core subject strengthening classes to senior form students taking only two elective subjects, delivering targeted support to strengthen foundational skills and core subject proficiency	Breadth Generic	- For the curriculum reform for Humanities subjects in F.1 and F.2, at least 70% of students show improvement in critical thinking, problem-solving, and self-management skills - For the curriculum reform for Science subjects in F.3, at least 70% of students show improvement in critical thinking and problem-solving skills, as well as mathematical abilities - At least 70% of teachers agree that the measure can enhance learning effectiveness	- Schemes of work/minutes of panel or co-prep meetings of different subjects - Questionnaire survey for teachers and students (Academic Committee) - Humanities subjects - Teacher observation	Whole school year	- Subject panel chairpersons and teachers - Academic Committee	---

Objective ¹	Strategy	Goal ²	Success criteria	Method of Evaluation	Time	Staff-in-charge	Resources required
	● Providing guidance and counselling to help students overcome learning difficulties and develop self-directed learning ability ● Inviting top-performing alumni to serve as tutors for revision classes, sharing practical study methods and exam strategies to enhance students' self-learning abilities	Generic	● For pre-exam revision classes, at least 70% of students show improvement in mathematical abilities, critical thinking skills, problem-solving skills, self-management skills and self-directed learning ability ● For the EMI Support Programme, at least 70% of students show improvement in communication skills, problem-solving skills and self-directed learning ability ● At least 70% of students believe that alumni tutors can share practical study methods and exam strategies which help enhance self-learning abilities	● Questionnaire survey for students joining pre-exam revision classes (Academic Committee) ● Questionnaire survey (EMI Support Programme) ● Teacher/Tutor observation	10/2025-6/2026	● Academic Committee ● Curriculum Development Committee (EMI Support Programme)	● \$30,000 (Academic Enhancement Programme)

Objective ¹	Strategy	Goal ²	Success criteria	Method of Evaluation	Time	Staff-in-charge	Resources required
Developing students' reading literacy and strengthening their biliteracy and trilingualism	- Continually enhancing the 'Everyone TRAINs and Everyone READs' initiative by empowering students to select diverse reading materials based on personal interests, coupled with individualised teacher guidance to deepen reading engagement and cultivate critical thinking skills - Organising the 'Healing Reading heART work' event, integrating reading, writing, and artistic creation to foster students' reading literacy and biliteracy and trilingual abilities through cross-curricular learning, while promoting mental health awareness and whole-person development, and holding an exhibition to showcase learning outcomes, thereby cultivating a campus atmosphere enriched with reading and art - Establishing 'Subject Reading Corner' in the library, featuring teacher-recommended subject-specific books to foster interdisciplinary reading habits - Providing Kobo e-readers and effectively utilising artificial intelligence, leveraging AI platforms to enhance reading motivation	Breadth Language Information	- At least 70% of students participating in the 'Everyone TRAINs and Everyone READs' activity increase their interest in reading and improve their reading skills - At least 70% of teachers find the 'Subject Reading Corner' effective in building reading literacy - At least 70% of students participating in the 'Healing Reading heART work' activity report an increased interest in reading and improve reading skills - At least 70% of students participating in the artificial intelligence reading promotion activity enhance their reading skills and independent thinking abilities - A higher percentage of students respond positively to reading-related questions in questionnaire survey for stakeholders compared to the previous year	- Questionnaire survey (Reading Promotion Committee) - Questionnaire survey for teachers and students (Academic Committee) - Questionnaire survey for stakeholders	10/2025-6/2026	- Whole-school Reading Promotion Committee - IT Support Committee - All teachers	\$125,000 (Promotion of reading)

Objective ¹	Strategy	Goal ²	Success criteria	Method of Evaluation	Time	Staff-in-charge	Resources required
	Strengthening students' biliteracy and trilingualism by conducting small-group teaching in junior form Chinese and English classes according to students' language abilities, providing more detailed teaching and individual guidance, and organising various English and Mandarin activities	Breadth Language Generic	- At least 70% of teachers involved agree that the measure increases student-teacher interaction and boosts students' language proficiency - At least 70% of students involved agree that the measure strengthens their biliteracy and trilingualism - At least 70% of teachers and students comment positively on the English and Mandarin activities	- Minutes of panel /co-prep meetings of language subjects - Questionnaire survey for teachers and students (Academic Committee/ language subjects) - Teacher observation	Whole school year	- Panel chairpersons and teachers of language subjects - Academic Committee	\$80,360 (One-off Grant for Promotion of Self-directed Language Learning [English Language]) (see details in the year plan of the Department of English) \$90,000 (One-off Grant for Promotion of Self-directed Language Learning [Putonghua]) (see details in the year plan of the Department of Chinese) \$30,000 (Academic Enhancement Programme)

Objective ¹	Strategy	Goal ²	Success criteria	Method of Evaluation	Time	Staff-in-charge	Resources required
Developing students' innovative-ness and information literacy	● Expanding the 'Computer Awareness Programme' into a 'Technology Education' curriculum that covers a wider range of technological knowledge and skills, enhancing students' information literacy and practical abilities ● Optimising course content by incorporating interdisciplinary exploratory studies and hands-on activities to further develop students' creativity and problem-solving skills ● Continuing to utilise the IT innovation lab to provide students with space and resources for STREAM-related projects and activities ● Actively taking part in and promote various STREAM activities and competitions, such as science exhibitions, engineering challenges, coding contests, etc. to cultivate students' creativity and problem-solving abilities ● Organising the 'Microsoft Artificial Intelligence Certificate Course' and arranging for students to participate in international certification exams, enabling them to master cutting-edge AI technologies; through practical experience and interdisciplinary learning, students will strengthen their hands-on skills and develop a responsible attitude and sense of social responsibility in the use of technology ● Hosting AI application-focused activities to help students learn how to leverage artificial intelligence to complete learning tasks. Outstanding works will be showcased on school website ● Coordinating and planning a school-based information literacy education curriculum, systematically integrating information literacy-related learning elements across the school's curriculum through a whole-school participation model ● Integrating resources from the 'Bio-eco Corner' and 'Chinese Herbal Garden' effectively to allow students to learn scientific knowledge and traditional herbal culture through hands-on practice, enhancing their inquiry skills and personal qualities	Breadth Generic Information	● At least 70% of students believe that participating in the IT innovation lab, in-school STREAM, and external innovation and technology-related activities help cultivate their innovation capabilities and problem-solving skills ● At least 70% of students are able to cope with the changes in the information world, and can find, evaluate, extract, organise, express, and share information ● Data on information literacy-related items from questionnaire survey for stakeholders shows an increase compared to the previous year ● At least 70% of participating students pass the international certification exam	● STREAM activities student survey ● Questionnaire survey for stakeholders - Teacher observation	10/2025-6/2026	● STREAM Education Committee ● IT Support Committee ● Subject panel chairpersons and teachers ● Guidance & Students Growth Committee	

Objective ¹	Strategy	Goal ²	Success criteria	Method of Evaluation	Time	Staff-in-charge	Resources required
Fostering career planning skills and enriching students' artistic and athletic development	- Through both classroom and extracurricular activities, students are arranged to experience different professional fields firsthand, understand industry requirements, and receive support in understanding their interests and planning their career paths - By leveraging the alumni network, a 'Mentorship Scheme' is organised to strengthen students' awareness and planning abilities regarding further studies and employment options	Breadth Life	- At least 70% of students agree that the relevant activities help them understand their own interests and abilities - At least 70% of students agree that the relevant activities help them understand the requirements of different industries - At least 70% of students agree that the relevant activities enhance their career awareness and career planning skills	- Questionnaire survey (Extracurricular Activities Committee) - Questionnaire survey (Careers & Further Studies Committee) - Records of organised activities	Whole school year	- Extracurricular Activities Committee - Careers & Further Studies Committee	\$8,000 (Careers & Further Studies Committee)
	Offering students more chances to showcase their diverse talents and potential; through performance activities such as the 'Let's Shine' platform, students can demonstrate their abilities and potentials, enhancing their self-image, building confidence and a sense of achievement	Breadth	- At least 70% of students agree that the 'Let's Shine' platform provide them with opportunities to showcase their diverse talents - At least 70% of students agree that participating in the lunchtime performing activities broadens their artistic horizons - At least 70% of students agree that performing in the lunchtime performances enhances their self-confidence, helps establish a positive self-image, and promotes artistic development	- Questionnaire survey (Arts Education Committee) - Questionnaire survey (Extracurricular Activities Committee) - Records of lunchtime performances - Campus TV broadcast records	Whole school year	- Arts Education Committee - Ceremony Committee - Campus TV - Extracurricular Activities Committee	\$50,000 (Furniture and Equipment Grant – Upgrading the Campus TV filming system in the hall)

Objective ¹	Strategy	Goal ²	Success criteria	Method of Evaluation	Time	Staff-in-charge	Resources required
	- Organising in-house sports competitions for students to participate in external sports events and activities regularly, providing students with opportunities to showcase their athletic skills and talents, and fostering a spirit of competition and sportsmanship - Optimising the extracurricular activities lessons to enable students to explore their potentials	Life Healthy	- At least 70% of students agree that in-house or external sports competitions and activities help cultivate a spirit of competition and sportsmanship - At least 70% of students agree that extracurricular activities help them develop different potentials	- Questionnaire survey (Physical Education Department) - Records of in-house or external sports competitions and activities - Questionnaire survey (Extracurricular Activities Lessons)	Whole school year	- Physical Education Department - Extracurricular Activities Committee	\$800,000 (School Fund – school team training)