

St. Joseph's Anglo-Chinese School
School Annual Plan (2026-2027)

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 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. As this academic year marks the harvest phase of the Three-Year School Development Plan (2024–2027), all implementation strategies will be fully deepened.

Based on the latest data reflected in the Stakeholder Survey, APASO, and SWOT analysis, the following targeted follow-up strategies will be adopted this school year:

1. In response to the decline in satisfaction regarding 'Home-School Communication and Activity Participation' in last year's Stakeholder Survey, home-school cooperation optimisation for this school year will focus entirely on the synergistic effect of 'Values Education'. By refining communication channels, efforts will focus on encouraging parents to actively participate in the school's positive education, life education, and Chinese cultural activities, ensuring alignment between school and home in nurturing students' core values such as *integrity, respect and responsibility*.
2. Regarding learning experiences, the school continues to adhere to the principles of promoting whole-person development and universal participation, ensuring every student actively engages in cross-disciplinary learning activities across academics, arts, sports, and social services. To address APASO data indicating that junior form students perform below Hong Kong norms in physical fitness and extra-curricular sport participation, and that senior form students (F.4 and F.6) experience fluctuations in handling negative emotions and academic anxiety under exam pressure, the school will fully align with the domains highlighted in the *Values Education Curriculum Framework (2026): Life Education, Chinese Cultural Learning, and Healthy Lifestyle Education*, guiding students to establish a positive broad perspective. While expanding the 'Soul Keeper Mental Health Guardian Programme' to enhance students' resilience and positive thinking, a school-wide Physical Fitness Improvement Plan will be launched to encourage moderate-to-vigorous physical activity weekly outside the classroom, placing greater emphasis on tempering perseverance and guiding students to establish a healthy lifestyle and excellent virtues rooted in Chinese culture.
3. Addressing weaknesses in student self-discipline, rule compliance, and learning responsibility reflected in the teacher section of last year's Stakeholder Survey, the school will emphasise core positive values such as law-abidingness, self-discipline, and personal responsibility, effectively implementing them in daily school life and classroom management. Beyond strengthening classroom discipline supervision, the school will guide students to establish proper learning attitudes and self-disciplined behaviour; through optimising school-based guidance and discipline mechanisms, students will be nurtured to take responsibility for their personal learning and behaviour (enhancing learning responsibility), ensuring they demonstrate good moral character and self-management capabilities both inside and outside the campus.
4. In addition, the school actively arranged numerous sports and arts development activities last year. The 'Let's Shine' platform successfully organised the 'Sound & Shadow' activity, effectively boosting students' confidence in public speaking. Furthermore, students were awarded the Gold Award in the Wind Band category at the 2025 Hong Kong Youth Music Interflows and achieved the Overall Championship in the Inter-School Swimming Competition, thus fully demonstrating diverse talents and potential while enhancing their positive self-image. This academic year, the school will enrich the creative presentation formats of the 'Let's Shine' platform and integrate cross-disciplinary achievements to fully stimulate students' diverse potential and holistic development.

Objective	Strategy	Learning Expectations / Goals	Values & Attitudes	Success criteria	Method of Evaluation	Time	Staff-in-charge	Resources required
1.1. Enhancing national identity and cultivating a strong sense of civic awareness	1.1.1. Enhancing flag-raising ceremony arrangements and whole-school traditional festival activities: Empowering students to host flag-raising ceremonies and integrating whole-school festive atmosphere activities to enhance students' understanding of Chinese culture and national and civic identity	<ul style="list-style-type: none"> Understanding and identifying with national and civic identity, and establishing a correct view of history and a sense of national belonging Understanding the core concepts, humanistic spirit and traditional virtues of outstanding traditional Chinese culture, and putting them into practice 	<ul style="list-style-type: none"> National Identity Law-abidingness Unity 	<ul style="list-style-type: none"> Frequency of student-led hosting increased by 15% At least 80% of students agree that the strategies enhance their national identity At least 80% agree that school activities deepen their understanding of national history and culture and practice them At least 80% agree that school national education activities elevate patriotic sentiments 	<ul style="list-style-type: none"> Participation statistics Student questionnaires Student interviews 	Whole school year	<ul style="list-style-type: none"> *Civic and National Education Committee Chinese Department Chinese History Department 	---
	1.1.2. Creating a multimedia national learning atmosphere: Playing videos related to national achievements at major school activities, on electronic screens and via Campus TV to enhance students' sense of national pride	<ul style="list-style-type: none"> Deeply understanding the country's development achievements and technological progress, and cultivating a sense of national pride Actively learning about national development 	<ul style="list-style-type: none"> National Identity Unity 	<ul style="list-style-type: none"> At least 80% of students agree that understanding of national development is enhanced At least 80% of students agree in questionnaires that activities spark national pride APASO data shows Q-scores for 'National Identity (Pride & Care)' and 'National Identity (Achievements)' reach ≥ 110 across all forms 	<ul style="list-style-type: none"> Video production statistics Student questionnaires APASO data 	Whole school year	<ul style="list-style-type: none"> *Campus TV Civic and National Education Committee Digital Education Committee F.1 and F.2 form teachers 	---

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	1.1.3. Chinese cultural immersion activities: Organising regular Chinese cultural immersion activities (e.g. intangible cultural heritage workshops, historical film appreciation) and leveraging the ‘Chinese History Artefact Display and Activity Room’ as a mini-museum to deepen understanding of historical culture and contemporary national situation through the approach of ‘history through artefacts’	<ul style="list-style-type: none"> • Deeply understanding the country’s development achievements and technological progress, and cultivating a sense of national pride • Learning about national development, and actively participating in related experiences and exchanges • Understanding the country’s important planning projects through different learning areas 	<ul style="list-style-type: none"> • National Identity • Unity 	<ul style="list-style-type: none"> • 80% of student questionnaires show activities deepen understanding of historical and modern national situation • 80% of student questionnaires agree activities spark national pride • APASO data shows Q-scores for ‘National Identity (Pride & Care)’ and ‘National Identity (Achievements)’ reach ≥ 110 across all forms 	<ul style="list-style-type: none"> • Activity records • Student work • Student questionnaires 	Whole school year	<ul style="list-style-type: none"> • *Civic and National Education Committee • Chinese Department • Chinese History Department 	---
	1.1.4. Enhancing Mainland exchange activities: Actively planning Mainland study tours to broaden students’ horizons and strengthen perceptual understanding of national situation through out-of-classroom experiential learning	<ul style="list-style-type: none"> • Deepening the understanding of national development, culture and social systems through first-hand experience and broadening international perspectives 	<ul style="list-style-type: none"> • National Identity • Unity 	<ul style="list-style-type: none"> • Relevant Mainland exchange tours include student-led thematic inquiry • 80% of participating students agree that tours broaden horizons and strengthen perceptual understanding of national situation • 80% of participating students agree that tours enhance awareness of national opportunities and challenges 	<ul style="list-style-type: none"> • Student interviews • Student reflection journals/ thematic inquiry • Student questionnaires 	Whole school year	<ul style="list-style-type: none"> • *Sister School Scheme Committee • Civic and National Education Committee • Careers and Further Studies Committee • Citizenship and Social Development Department • Subject panel chairpersons 	---

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	1.1.5. Naturally integrating National Security Education: Naturally integrating 'National Security' and 'Macro Perspective' elements into subject curricula to enhance students' understanding of the country. Strengthening promotion for 'National Constitution Day' and 'National Security Education Day'	<ul style="list-style-type: none"> Understanding the importance of the Constitution, the Basic Law and national security, and cultivating a law-abiding awareness Understanding the role of law in protecting social and national security, and realising the importance of safeguarding national security 	<ul style="list-style-type: none"> Law-abidingness National Identity 	<ul style="list-style-type: none"> 100% of target subject curriculum plans align with the EDB National Security Education Curriculum Framework requirements At least 80% of students agree the activities enhance awareness of the rule of law and national security Seminar questionnaire results across forms show at least 80% of students agree activities enhance understanding of national security concepts 	<ul style="list-style-type: none"> Curriculum document review Student questionnaires Work inspection Student reflection Seminar questionnaires 	Whole school year	<ul style="list-style-type: none"> Curriculum Development Committee Civic and National Education Committee All subject departments 	---
1.2. Enriching students' learning experiences and displaying diversified talents	1.2.1. 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 broaden horizons and foster positive values and generic skills	<ul style="list-style-type: none"> Recognising and affirming one's own abilities, appreciating one's unique qualities and embracing life with passion Coming into contact with different fields of knowledge and culture and broadening students' horizons 	<ul style="list-style-type: none"> Benevolence Empathy Perseverance Positivity Optimism 	<ul style="list-style-type: none"> At least 75% of students agree relevant activities enhance values of benevolence, empathy, responsibility, perseverance, positivity and optimism At least 75% of students agree relevant activities help them appreciate personal traits, cherish life and broaden horizons 	<ul style="list-style-type: none"> Student questionnaires Teacher observation Activity records Review of reports and records of subject and committee meetings 	Whole school year	<ul style="list-style-type: none"> *Extracurricular Activities Committee STREAM Education Committee Arts Education Committee Curriculum Development Committee Civic and National Education Committee Religious and Moral Education Committee Guidance and Students Growth Committee 	\$600,000 (Life-wide Learning Grant – Extra-curricular Activities)

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	1.2.2. Providing students with more opportunities to showcase diverse talents: Utilising performance activities such as the ‘Let’s Shine’ platform and Musical Theatre to showcase diverse talents and potential, building self-esteem, confidence, and a sense of achievement through creative artistic performances	<ul style="list-style-type: none"> • Recognising and affirming one’s own abilities, appreciating one’s unique qualities and embracing life with passion • Providing opportunities for sharing and performance to enhance students’ self-image and sense of achievement 	Perseverance, Commitment	<ul style="list-style-type: none"> • At least 75% of students agree the ‘Let’s Shine’ platform and English Musical project provide opportunities to showcase diverse talents • At least 70% of students agree participation broadens artistic horizons • At least 70% of students agree performing in activities enhances self-confidence and establishes a positive self-image 	<ul style="list-style-type: none"> • Questionnaire survey (Arts Education Committee) • Questionnaire survey (Extracurricular Activities Committee) • Activity records • Campus TV broadcast records 	Whole school year	<ul style="list-style-type: none"> • *Arts Education Committee • Ceremony Committee • Campus TV • Extracurricular Activities Committee • English Department 	\$50,000 (Furniture and Equipment Grant – Upgrading the Campus TV filming system in the hall) \$327,000 (Musical Theatre)
	1.2.3. Optimising the ‘Chinese Medicinal Herb Garden Ambassadors Programme’ and introducing external resources: Adopting a ‘peer-mentorship’ model to pass on experience and consolidate leadership skills, as well as actively nominating students to participate in external competitions/activities to enrich experiences and showcase achievements	<ul style="list-style-type: none"> • Enhancing students’ communication skills, health literacy and civic awareness • Understanding, appreciating, and cherishing Chinese culture • Practicing what they have learned in off-campus activities to showcase diverse achievements 	<ul style="list-style-type: none"> • Responsibility • Commitment • Unity 	<ul style="list-style-type: none"> • At least 75% of ambassadors agree their communication skills have improved • At least 75% of participating students agree activities deepen appreciation and cherishing of Chinese culture 	<ul style="list-style-type: none"> • Student interviews • Student questionnaires • Teacher observation 	Whole school year	• *Environmental Education Committee	---

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1.3. Strengthening moral education and creating a positive values-oriented atmosphere	1.3.1. Enhancing the content of form teacher periods and weekly assemblies: Strengthening class management training for teachers and integrating the ‘Growth Education’ curriculum to systematically guide students in establishing positive core values	<ul style="list-style-type: none"> • Maintaining a positive attitude towards life, cherishing everything one has and always remaining grateful • Maintaining good interpersonal relationships with sincerity, care, respect and politeness 	<ul style="list-style-type: none"> • Benevolence • Respect for Others • Empathy • Gratitude 	<ul style="list-style-type: none"> • At least 75% of students agree relevant activities create a positive atmosphere in school • 75% of students agree form teacher periods, weekly assemblies and class management activities help build a good moral education atmosphere 	<ul style="list-style-type: none"> • Student questionnaires • Teacher observation • Review of reports and records of subject and committee meetings 	Whole school year	<ul style="list-style-type: none"> • *Guidance & Students Growth Committee • Discipline Committee • Religious and Moral Education Committee • Staff Development Committee • Form teachers 	---
	1.3.2. Strengthening hair/grooming management, enforcement of mobile phone policy, and proper usage of iPad in school: Adopting consistent measures by the Discipline and Guidance teams, appointing prefects to inspect grooming before morning assembly and followed up closely by form teachers, while strengthening mobile phone policy enforcement and ensuring proper iPad usage, thereby integrating ‘law-abidingness’ and ‘responsibility’ into daily behaviour regulations	<ul style="list-style-type: none"> • Cultivating a good habit of abiding by laws and regulations • Controlling the impulse to break rules with a rational and self-disciplined attitude • Learning the practice of self-discipline and self-reflection, even when no one is watching, acting with caution, upholding moral standards, and constantly examining one’s words and actions 	<ul style="list-style-type: none"> • Law-abidingness • Self-discipline • Integrity • Responsibility 	<ul style="list-style-type: none"> • At least 75% of students agree they developed good habits of obeying rules/laws and maintaining self-discipline • Reduction in disciplinary penalty cases due to mobile phones, iPads, or hairstyle/grooming issues 	<ul style="list-style-type: none"> • Student questionnaires • Teacher observation • Discipline records • Stakeholder Survey 	Whole school year	<ul style="list-style-type: none"> • *Discipline Committee • Digital Education Committee • Form teachers 	---

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	1.3.3. Promoting ‘My Pledge to Act’ Campaign: Executing learning activities under the campaign to foster positive values and an attitude of ‘Gratitude, Appreciation, Positivity and Optimism’	<ul style="list-style-type: none"> • Maintaining a positive attitude towards life, cherishing and being grateful for everything around oneself, and actively seeking meaning in life • Taking the initiative to assume family responsibilities, such as doing housework and caring for family members 	<ul style="list-style-type: none"> • Positivity • Appreciation • Gratitude 	<ul style="list-style-type: none"> • At least 75% of junior form students participate in ‘My Pledge to Act’ activities • 75% of junior form students agree positive values are enhanced • 75% of junior form students agree the campaign fosters an attitude of gratitude, appreciation, positivity and optimism 	<ul style="list-style-type: none"> • Activity records • Students questionnaires • Teacher observation • Student interviews 	Whole school year	<ul style="list-style-type: none"> • * Religious and Moral Education Committee • Civic and National Education Committee • Environmental Education Committee • Student Support Committee • Extracurricular Activities Committee • Parent Education Committee 	QEF (‘My Pledge to Act’) Grant
	1.3.4. Continued Implementation of the Enhanced Smart Teen Training Camp and Big Brother Mentorship Programme: Organising diverse activities and training sessions enables students to enhance their essential generic skills, such as leadership, communication, collaboration, and self-management. Senior students are expected to support F.1 newcomers as they adjust to secondary school life, offering care and serving as positive role models for their younger peers	<ul style="list-style-type: none"> • Recognising and affirming one’s own abilities and appreciating one’s unique qualities • Having the courage to challenge oneself, breaking through limitations and stepping out of the comfort zone • Facing setbacks without fear, learning to bravely overcome difficulties and strengthening one’s willpower • Respecting teachers and valuing their guidance, and setting a good example for younger schoolmates to follow 	<ul style="list-style-type: none"> • Positive Thinking • Perseverance • Responsibility • Benevolence 	<ul style="list-style-type: none"> • At least 75% of participating students agree that the activities enhance their generic skills, including leadership, communication, collaboration, and self-management • At least 75% of participating students agree that the activities foster the values of responsibility and perseverance • At least 75% of participating Big Brothers demonstrate positive role-modelling for their younger peers • At least 75% of participating junior secondary students agree that the Big Brother Mentorship Programme supports their transition to secondary school life 	<ul style="list-style-type: none"> • Student questionnaires • Teacher observation • Student interviews 	Whole school year	<ul style="list-style-type: none"> • *Guidance and Students Growth Committee • Enhanced Smart Teen Project • Discipline Committee 	---

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	1.3.5. Deepening Service Learning: Cultivating students' care for others and sense of responsibility through hospital escort services, Sham Shui Po homeless visits, elderly care activities, campus charity sales and the Caritas Bazaar	<ul style="list-style-type: none"> Actively participating in service-learning opportunities both inside and outside school to cultivate a spirit of serving the public and contributing to society 	<ul style="list-style-type: none"> Benevolence Filial Piety Empathy 	<ul style="list-style-type: none"> At least 75% of students agree that service learning effectively cultivates a spirit of public service and commitment to contributing to society At least 75% of students agree that the relevant activities enhance the values of benevolence and empathy 	<ul style="list-style-type: none"> Student questionnaires Teacher observation Service records Student interviews 	Whole school year	<ul style="list-style-type: none"> *Religious and Moral Education Committee Guidance and Students Growth Committee Extra-curricular Activities Committee 	---
	1.3.6. Extending Values Education through Home-School Collaboration: Promoting active parent participation in lectures, workshops, and parent-child activities on positive education, life education and Chinese culture to align home and school efforts in nurturing students' core values, thereby extending and practicing values education in daily life	<ul style="list-style-type: none"> Demonstrating positive values such as 'integrity, respect and responsibility' in their family and daily life, achieving unity of knowledge and action 	<ul style="list-style-type: none"> Integrity Respect for Others Responsibility 	<ul style="list-style-type: none"> At least 75% of participating parents agree that parent education activities effectively assist them in aligning with the school to nurture students' positive values At least 75% of participating students agree that the relevant experiences effectively enhance their core values, including integrity, respect and responsibility 	<ul style="list-style-type: none"> Activity records Student questionnaires Parent questionnaires Interviews 	Whole school year	<ul style="list-style-type: none"> *Parent-Teacher Association Executive Committee Guidance and Students Growth Committee 	One-off Grant for Parent Education

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1.4. Fostering an inclusive and harmonious atmosphere and cultivating a healthy attitude towards life	1.4.1. Teaching organic farming skills and engaging students in planting activities: Promoting the use of organic vegetables in dish preparation and advocating for low-carbon and healthy eating to integrate Healthy Lifestyle Education with Life Education	<ul style="list-style-type: none"> • Paying attention to their personal physical and mental health and establishing a healthy lifestyle • Caring about the world, environmental issues and the challenges faced by sustainable development 	<ul style="list-style-type: none"> • Diligence • Responsibility 	<ul style="list-style-type: none"> • At least 75% of students agree that the activities enable them to pay greater attention to their personal physical and mental health and establish a healthy lifestyle • At least 75% of participating students enjoy the farming process • At least 75% of participating students agree that they care about global and environmental issues, as well as the challenges faced by sustainable development 	<ul style="list-style-type: none"> • Student questionnaires • Student interviews • Teacher observation • Activity records 	Whole school year	• *Environmental Education Committee	---
	1.4.2. Implementing the ‘Soul Keeper - Mental Health Guardian Scheme’ and Examen Prayer to provide targeted stress-coping strategies and emotional relief mechanisms: Launching school-wide Examen Prayer to deepen the ‘Whole School Approach’ to mental health education	<ul style="list-style-type: none"> • Maintaining a positive attitude towards life and cherishing everything one has • Controlling impulsive emotions and behaviour with a rational and self-disciplined attitude • Learning to face life’s adversities with a positive attitude and reflecting on the value of life 	<ul style="list-style-type: none"> • Perseverance • Benevolence • Empathy • Self-Perfection 	<ul style="list-style-type: none"> • At least 75% of students agree that their mental and spiritual health has improved and that the school possesses a caring atmosphere • At least 75% of students agree that the stress-management and emotional-relief activities effectively alleviate academic anxiety • The APASO ‘Emotion (Absence of Negative Emotion)’ subscale scores for Secondary 4 students show a positive rebound 	<ul style="list-style-type: none"> • Student questionnaires • Teacher observation • APASO data • Student interviews 	Whole school year	<ul style="list-style-type: none"> • * Guidance and Student Growth Committee • *Religious and Moral Education Committee • Student Support Committee • Form teachers 	---

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	1.4.3. Implementing the ‘WISE Campus Project’: Collaborating with The Mental Health Foundation to train students as mental health ambassadors and promote mental wellness activities on campus, thereby reinforcing peer support and the school-based mental health system through a three-tier model of ‘Student Training + Teacher Support + Whole-School Participation’	<ul style="list-style-type: none"> • Maintaining a positive attitude towards life and cherishing everything one has • Controlling impulsive emotions and behaviour with a rational and self-disciplined attitude • Learning to face life’s adversities with a positive attitude and reflecting on the value of life 	<ul style="list-style-type: none"> • Perseverance • Benevolence • Empathy 	<ul style="list-style-type: none"> • At least 80% of participating students qualify as certified mental health ambassadors • At least 75% of students agree that the caring atmosphere on campus has enhanced • APASO data shows an increase in students’ scores in ‘Emotion (Absence of Negative Emotion)’ and ‘Perseverance’ 	<ul style="list-style-type: none"> • Student questionnaires • Teacher observation • APASO Data • Student interviews • Activity records 	Whole school year	<ul style="list-style-type: none"> • *Religious and Moral Education Committee • Student Support Committee • Guidance and Student Growth Committee • Form teachers 	On-campus support from The Mental Health Foundation
	1.4.4. Implementing the Whole-School Physical Fitness Improvement Scheme: Tracking and recording students’ weekly time spent on moderate-to-vigorous physical activity (MVPA) outside of lessons to encourage them to cultivate healthy living habits	<ul style="list-style-type: none"> • Exercising regularly, building physical fitness, and paying attention to personal physical and mental well-being • Actively participating in sports and arts activities 	<ul style="list-style-type: none"> • Perseverance 	<ul style="list-style-type: none"> • At least 75% of junior secondary students show improvement in their physical fitness test data • Over 75% of students achieve the target weekly duration for extracurricular moderate-to-vigorous physical activity • Junior secondary students’ APASO scores in ‘Physical Fitness Exercise’ rebound • Over 75% of students develop a greater emphasis on their personal physical and mental health 	<ul style="list-style-type: none"> • Student questionnaires • Teacher observation • APASO data • Student physical activity records 	Whole school year	<ul style="list-style-type: none"> • *Physical Education Department • Guidance and Student Growth Committee 	---

2. Major concern: Enhancing the quality of students and nurturing future pillars

Briefly list feedback and follow-up from the previous school year: During the previous academic year, our school actively promoted various school-based development projects to enhance academics, innovation & technology, and life planning, achieving phased results but still facing challenges in implementation. As this academic year marks the harvest period of the three-year development plan (2024-2027), we will closely follow the latest learning goals announced by the Education Bureau to comprehensively deepen all implementation strategies.

1. Last year, we were committed to promoting school-based curriculum reform, with significant results in F.1 Humanities and F.3 Science. This academic year, we will continuously adjust the depth and breadth of the curriculum based on academic data, and we will institutionalise and strengthen differentiated learning support for students in Chinese-medium classes to break through their learning barriers in English Medium of Instruction (EMI) subjects, ensuring school-based value-added performance.
2. Last year, efforts were made to improve the learning effectiveness of senior secondary students. However, it was found that the Strengthening Programme (held during free periods for students taking two electives) urgently needed to address issues such as large gaps in student abilities and insufficient learning motivation. This academic year, the mechanism will be optimised, and effectiveness will be enhanced through instructional planning and regular reviews.
3. In terms of cultivating students' reading literacy and enhancing their biliteracy and trilingualism, it was found that the participation and performance of senior secondary students still needed improvement last year. This academic year, we will fully implement the requirements of the Education Bureau's latest Seven Learning Goals of Secondary Education regarding reading and digital literacy, with a special emphasis on boosting the reading interest of senior secondary students and more closely integrating reading activities with the subject curriculum.
4. In developing students' innovative abilities and cultivating information technology literacy, the school actively encouraged students to participate in STREAM-related activities and competitions last year with fruitful results. However, to further enhance effectiveness, it was necessary to synchronously strengthen teachers' professional development. This academic year, the school will systematically plan professional training in AI and digital teaching for teachers, and will commit to equipping students to meet the challenges of the digital age and artificial intelligence. At the same time, our school will also deepen the application of AI tools and the 'Microsoft AI Certificate Course' to cultivate students' ability to use information and digital technology effectively, responsibly, and ethically, naturally embedding digital literacy into the curriculum of all subjects and comprehensively enhancing students' self-directed learning and critical thinking skills.
5. APASO data for the 2025-26 academic year showed that F.1 and F.2 students were slightly weaker in 'Perseverance' compared to the territory-wide norm. 'Perseverance' is also one of the twelve primary values in values education. To address this weakness, challenging learning activities will be designed this academic year to strengthen the 'Perseverance' spirit of junior secondary students.
6. Furthermore, last year the school actively cultivated students' life planning skills, and junior secondary students established career awareness through the 'One Person, One Dream' initiative. Facing the rapid development of future society in the AI era, students needed to set clear goals and aspirations, and plan for further studies, employment, and future life. This year, life planning will expand channels of contact with emerging industries, guiding students to establish a correct and broad perspective of the future.

Objective	Strategy	Learning Expectations / Goals	Values & Attitudes	Success criteria	Methods of Evaluation	Time	Staff-in-charge	Resources required
2.1. Honing students' generic skills and increasing learning effectiveness	2.1.1. Continuing and optimising the curriculum reform of junior secondary Humanities and Science: Continuously adjusting the depth and breadth of the curriculum based on academic data to strengthen critical thinking, problem-solving, and collaboration skills	<ul style="list-style-type: none"> Engaging in learning with diligence and a responsible attitude, and demonstrating critical thinking, problem-solving and collaboration skills 	<ul style="list-style-type: none"> Responsibility Diligence 	<ul style="list-style-type: none"> For the junior secondary Humanities curriculum reform, at least 70% of students show improvement in critical thinking, problem-solving and self-management skills For the S.3 Science curriculum reform, at least 70% of students show improvement in critical thinking, problem-solving and mathematical skills At least 70% of students believe they study with a diligent and responsible attitude 	<ul style="list-style-type: none"> Student questionnaires Curriculum review meeting minutes Analysis of student work Teacher observation 	Whole school year	<ul style="list-style-type: none"> *Curriculum Development Committee Academic Committee Humanities Department Science Department 	\$30,000 (Academic Enhancement Plan)
	2.1.2. Optimising the arrangement of the Strengthening Programme during free periods for students taking two electives: Providing tutoring for students with weaker foundations to solidify their abilities in core subjects	<ul style="list-style-type: none"> Effectively consolidating basic knowledge and enhancing learning motivation 	<ul style="list-style-type: none"> Perseverance Diligence Responsibility 	<ul style="list-style-type: none"> At least 80% of participating students in a questionnaire agree on the effectiveness of the course and show increased learning motivation At least 70% of teachers agree that the plan enhances student learning effectiveness 	<ul style="list-style-type: none"> Student questionnaires Teacher questionnaires Comparison of examination results Teacher observation 	Whole school year	<ul style="list-style-type: none"> *Academic Committee Guidance and Students Growth Committee 	

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	2.1.3. Providing after-school learning guidance and tutoring: Strengthening revision tutoring after school and before tests/exams, and inviting high-achieving senior students to share practical study methods and exam strategies to help students solve learning difficulties and enhance their self-directed learning abilities	<ul style="list-style-type: none"> Knowing how to proactively find ways to overcome difficulties encountered in learning and working diligently 	<ul style="list-style-type: none"> Perseverance Diligence Responsibility 	<ul style="list-style-type: none"> For revision tutoring, at least 70% of students show improvement in mathematical, critical thinking, problem-solving, self-management, and self-learning skills For the EMI Support Programme, at least 70% of students show improvement in communication, problem-solving, self-management, and self-learning skills At least 70% of students believe that the sharing of study methods and exam strategies by senior students enhances their self-directed learning abilities 	<ul style="list-style-type: none"> Student questionnaires Examination results Student interviews 	Whole school year	<ul style="list-style-type: none"> *Academic Committee Curriculum Development Committee English Department Geography Department 	---
2.2. Deepening students' interest in reading and enhancing their biliteracy and trilingualism	2.2.1. Deepening the comprehensive reading plan for senior secondary students: Through optimising the 'Everyone TRAINs and Everyone READs' programme and strengthening 'Read Friday', enhancing school-wide teacher participation to boost students' reading interest and critical thinking skills	<ul style="list-style-type: none"> Extending learning beyond the classroom Actively broadening horizons and enriching oneself through various channels 	<ul style="list-style-type: none"> Perseverance Diligence 	<ul style="list-style-type: none"> At least 70% of students participating in activities have an increased interest in reading and improved reading skills Data from stakeholder questionnaires on reading-related topics shows an increase The overall satisfaction and actual participation rate for 'Read Friday' in senior grades reaches over 80% Data from stakeholder questionnaires on reading-related topics shows an increase 	<ul style="list-style-type: none"> Questionnaires (Reading Promotion Committee) Teacher and student questionnaires Questionnaire survey for stakeholders 	Whole school year	<ul style="list-style-type: none"> Whole-school Reading Promotion Committee All teachers 	\$110,500 (Promotion of reading)

Objective	Strategy	Learning Expectations / Goals	Values & Attitudes	Success criteria	Methods of Evaluation	Time	Staff-in-charge	Resources required
	2.2.2. Establishing ‘Subject Reading Corners’ and optimising the e-reading resource library: Guiding students to read extensively by having teachers recommend quality subject-related books from the school library and electronic platforms, thereby promoting a cross-curricular reading culture. Closely aligning with the core curriculum and student interests to enhance motivation for self-directed learning	<ul style="list-style-type: none"> Strengthening the depth and interest of students’ reading, enhancing their motivation for self-directed learning, and acquiring and building a broad and solid knowledge base 	<ul style="list-style-type: none"> Perseverance Diligence 	<ul style="list-style-type: none"> At least 70% of teachers believe the ‘Subject Reading Corner’ arrangement helps cultivate students’ reading literacy At least 70% of students agree that the strategy enhances the depth and interest of their reading Data from stakeholder questionnaires on reading-related topics shows an increase 	<ul style="list-style-type: none"> Library book borrowing record Questionnaires (Reading Promotion Committee) Teacher and student questionnaires (Academic Committee) Stakeholder questionnaires 	Whole school year	<ul style="list-style-type: none"> Whole-school Reading Promotion Committee Library Academic Committee Digital Education Committee All teachers 	---

Objective	Strategy	Learning Expectations / Goals	Values & Attitudes	Success criteria	Methods of Evaluation	Time	Staff-in-charge	Resources required
	2.2.3. Enhancing students' biliteracy and trilingualism: Conducting small-class teaching in junior secondary Chinese and English based on students' language proficiency to provide detailed instruction; organising various English and Putonghua activities	<ul style="list-style-type: none"> Mastering biliteracy and trilingualism, which is conducive to better learning and life Developing communication skills and critical thinking skills 	<ul style="list-style-type: none"> Diligence Perseverance Diligence 	<ul style="list-style-type: none"> At least 70% of teachers believe the arrangement effectively enhances teacher-student interaction and improves students' language proficiency At least 70% of relevant students believe the plan helps improve their biliteracy and trilingualism At least 70% of teachers and students have a positive evaluation of the activities 	<ul style="list-style-type: none"> Minutes of panel /co-prep meetings of language subjects Teacher and student questionnaires (Academic Committee/language subjects) Teacher observation 	Whole school year	<ul style="list-style-type: none"> *Panel chairpersons and teachers of language subjects Academic Committee 	\$76,360 (One-off Grant for Promotion of Self-directed Language Learning [English Language]) \$90,000 (One-off Grant for Promotion of Self-directed Language Learning [Putonghua]) \$30,000 (Academic Enhancement Programme)

Objective	Strategy	Learning Expectations / Goals	Values & Attitudes	Success criteria	Methods of Evaluation	Time	Staff-in-charge	Resources required
2.3. Developing students' innovative abilities and enhance their digital literacy	2.3.1. Optimising the 'Technology Education' curriculum to cover 'Innovation and Artificial Intelligence' : Guiding students to internalise digital literacy and enhance creativity, higher-order thinking, and technology application skills by solving real-world problems through interdisciplinary creative-tech inquiries and hands-on practice	<ul style="list-style-type: none"> • Cultivating the ability to use information technology flexibly and generating new ideas • Developing creativity and problem-solving skills and applying subject knowledge to practical problems 	<ul style="list-style-type: none"> • Perseverance • Commitment • Diligence 	<ul style="list-style-type: none"> • At least 70% of students are able to cope with changes in the information world, and show improvement in their technological knowledge, digital literacy, creativity and problem-solving abilities 	<ul style="list-style-type: none"> • Student questionnaires • Teacher observation • Student work 	Whole school year	<ul style="list-style-type: none"> • *Digital Education Committee • STREAM Education Committee • Technology Education Department 	---
	2.3.2. Enhancing STREAM activities : Actively participating in and promoting various STREAM activities and competitions, such as science exhibitions, engineering contests, and programming competitions, to cultivate students' creativity and problem-solving skills	<ul style="list-style-type: none"> • Developing creativity and problem-solving skills and applying subject knowledge to practical problems • Cultivating the ability to flexibly use information technology and generating new ideas 	<ul style="list-style-type: none"> • Commitment • Unity 	<ul style="list-style-type: none"> • At least 70% of students believe that participating in STREAM activities within the school and innovation-related activities outside the school helps cultivate creativity and problem-solving skills • 80% of participating students indicate that the activities enhance their problem-solving ability and innovative thinking 	<ul style="list-style-type: none"> • Student project work • Student questionnaires • Teacher observation 	Whole school year	<ul style="list-style-type: none"> • *STREAM Education Committee • Digital Education Committee 	---

Objective	Strategy	Learning Expectations / Goals	Values & Attitudes	Success criteria	Methods of Evaluation	Time	Staff-in-charge	Resources required
	2.3.3. Deepening AI-driven self-directed learning: Guiding students to transform AI into a personalised learning partner, offering certification courses to support students in obtaining international certifications. Promoting interdisciplinary AI collaborative learning activities, encouraging students to use generative AI for data integration and multimedia creation	<ul style="list-style-type: none"> Understanding the development of artificial intelligence, cultivating media and digital literacy (including AI literacy) and thinking about technological ethics Using information and digital technology effectively, responsibly and ethically 	<ul style="list-style-type: none"> Integrity Law-abidingness Responsibility 	<ul style="list-style-type: none"> At least 70% of participating students pass international certification exams or AI certificate exams 80% of students agree that AI integration enhances learning effectiveness 80% of students agree their awareness of AI ethics has been raised 	<ul style="list-style-type: none"> Certification exam passing rates Student questionnaires Teacher observation 	Second Term	<ul style="list-style-type: none"> *Digital Education Committee Curriculum Development Committee *STREAM Education Committee 	---
	2.3.4. Coordinating and planning a school-based digital literacy education curriculum: Adopting a whole-school participation model to infuse digital literacy-related learning elements, emphasising self-discipline, prevention of cyberbullying and data privacy	<ul style="list-style-type: none"> Handling interpersonal relationships with rationality and empathy, whether in real life or in the virtual world, and rejecting all forms of bullying Understanding the risks, precautions and etiquette associated with the Internet, other media and social platforms Arranging diverse and wholesome leisure activities, avoiding addiction to any single activity or unhealthy habits, and practicing self-discipline and moderation 	<ul style="list-style-type: none"> Responsibility Law-abidingness 	<ul style="list-style-type: none"> At least 75% of students can skillfully use IT tools, reasonably seek, evaluate and extract digital information, with significant improvement in digital literacy 	<ul style="list-style-type: none"> Student questionnaires Teacher observation 	Whole school year	<ul style="list-style-type: none"> *Digital Education Committee All subject panel chairpersons and teachers Guidance and Students Growth Committee 	---
	2.3.5. Organising parent talks on ‘Protecting Cybersecurity’ and ‘Internet/Mobile Phone Addiction’: Promoting how to help children cope with online temptations, understand media ethics, and prevent cyberbullying			<ul style="list-style-type: none"> At least 80% of participating parents agree that the activities effectively enhance their skills in helping children cope with online risks APASO data on ‘Information Technology’ rebounds 	<ul style="list-style-type: none"> Parent talk questionnaires APASO data Student questionnaires 	First Term	<ul style="list-style-type: none"> *Parent-Teacher Association Discipline Committee Digital Education Committee 	

Objective	Strategy	Learning Expectations / Goals	Values & Attitudes	Success criteria	Methods of Evaluation	Time	Staff-in-charge	Resources required
2.4. Cultivating life planning abilities and upholding perseverance when facing challenges	2.4.1. Expanding diversified pathways for career-planning experiences: Organising a ‘Mentorship Programme’ to establish connections with professionals, arranging corporate visits, study tours and exhibitions.	<ul style="list-style-type: none"> Learning the value of hard work, broadening horizons and preparing for future studies and careers by participating in exchange programmes or workplace-related learning experiences 	<ul style="list-style-type: none"> Perseverance Responsibility 	<ul style="list-style-type: none"> At least 70% of students agree that relevant activities help them understand their interests, abilities, and industry requirements, enhancing their career awareness. 	<ul style="list-style-type: none"> Questionnaire surveys Event organisation records 	Whole school year	<ul style="list-style-type: none"> *Careers and Further Studies Committee 	\$8,000 (Careers and Further Studies Committee)
	2.4.2. Implementing the ‘Career Aspiration Teacher-Student Talk’: All teachers participating in counselling F.4 students on life planning	<ul style="list-style-type: none"> Understanding and setting clear learning goals and aspirations for future work, and actively participating in relevant further studies and training to prepare for future studies and employment 	<ul style="list-style-type: none"> Proactiveness Benevolence 	<ul style="list-style-type: none"> At least 80% of teachers agree that the programme helps students and addresses their queries regarding career planning At least 80% of students agree that the programme helps address their queries regarding career planning, enabling them to set clear goals and aspirations, as well as plan for further studies, future careers, and life ahead 	<ul style="list-style-type: none"> Teacher and student questionnaires Student reflection 	Whole school year	<ul style="list-style-type: none"> *Careers and Further Studies Committee All teachers 	---
	2.4.3. Organising ‘Walking Through Adversity’ talks or workshops: Inviting alumni or professionals to share their experiences in overcoming setbacks and stress, thereby enhancing students’ resilience	<ul style="list-style-type: none"> Cultivating a positive attitude to face adversity and enhancing resilience Facing challenges and pressure with optimism and positivity, and cultivating a resilient mindset 	<ul style="list-style-type: none"> Perseverance Proactiveness 	<ul style="list-style-type: none"> At least 80% of participating students agree that the activity enhances their resilience The APASO ‘Perseverance’ score is higher than the norm or shows improvement 	<ul style="list-style-type: none"> Student activity questionnaires APASO data 	Second Term	<ul style="list-style-type: none"> *Careers and Further Studies Committee Guidance and Students Growth Committee 	---

Objective	Strategy	Learning Expectations / Goals	Values & Attitudes	Success criteria	Methods of Evaluation	Time	Staff-in-charge	Resources required
	2.4.4. Optimising the ‘Well Done’ reward scheme: Enhancing the recognition of students’ ‘perseverance’ (including good performance in assessments, diligent completion of assignments, and active participation in class) and encourage teachers and students to share stories of resilience	<ul style="list-style-type: none"> • Having the courage to challenge oneself, facing setbacks without fear and tempering one’s willpower • Learning to face life’s adversities with a positive attitude and reflecting on the value of life 	<ul style="list-style-type: none"> • Perseverance • Diligence • Self-perfection 	<ul style="list-style-type: none"> • Student and teacher questionnaires show that 80% believe the plan effectively encourages the spirit of perseverance 	<ul style="list-style-type: none"> • Teacher and student questionnaire • Collection of perseverance stories 	Whole school year	<ul style="list-style-type: none"> • *Guidance and Students Growth Committee • Discipline Committee 	---
	2.4.5. Implementing the ‘F.1 Morning Run Activity’: Led by the Vice Principal, PE teachers/coaches, and senior student leaders to gradually establish a routine, thereby enhancing students’ perseverance and ability to overcome difficulties	<ul style="list-style-type: none"> • Exercising regularly, building physical fitness, and paying attention to personal physical and mental well-being • Having the courage to challenge oneself, facing setbacks without fear and tempering one’s willpower 	<ul style="list-style-type: none"> • Perseverance • Diligence 	<ul style="list-style-type: none"> • At least 75% of participating students agree that the activity helps improve their personal willpower and physical fitness • Physical fitness test data for participating students shows an average improvement of 5% 	<ul style="list-style-type: none"> • Student questionnaires • Teacher observation • Morning run activity records 	Whole school year	<ul style="list-style-type: none"> • *Physical Education Department • Extra-Curricular Activities Committee 	---
	2.4.6. Regularly organising internal sports competitions and arranging student participation in external events: Enabling students to challenge themselves, break through limitations, showcase their athletic skills and talents, and foster perseverance and sportsmanship	<ul style="list-style-type: none"> • Having the courage to challenge oneself, breaking through limitations and stepping out of the comfort zone • Facing setbacks without fear, learning to bravely overcome difficulties and strengthening one’s willpower 	<ul style="list-style-type: none"> • Proactivity • Enterprise • Perseverance 	<ul style="list-style-type: none"> • At least 70% of students agree that internal or external sports competitions and activities help them challenge themselves and break through limitations • At least 70% of students agree that internal or external sports competitions and activities foster perseverance and sportsmanship 	<ul style="list-style-type: none"> • Questionnaires (Physical Education Department) • Internal and external sports competition and activity records 	Whole school year	<ul style="list-style-type: none"> • *Physical Education Department • Extra-Curricular Activities Committee 	HK \$800,000 (School Fund – school team training)