

COGNITIO COLLEGE (KOWLOON)

文理書院（九龍）



ANNUAL SCHOOL PLAN

2025-2026

1. SCHOOL MOTTO

Study extensively, Inquire accurately, Deliberate carefully, Discern clearly, Practice earnestly

2. MISSION

We will endeavour to provide whole-person education with balanced emphasis on moral, intellectual, physical, social, and aesthetic development, to help our students to achieve their full potential and to instill in them a commitment to serve our country and society.

3. MAJOR CONCERNS OF THE SCHOOL YEAR

Major Concern 1: To nurture students to be responsible learners, paving their way towards self-directed learning

- Target 1.1: Developing in students good study habits for effective learning both inside and outside the classroom
- Target 1.2: Equipping students with the necessary generic skills for applications in authentic contexts
- Target 1.3: Fostering a language-rich environment to enhance students' proficiency in both Chinese and English across the curriculum
- Target 1.4: Enhancing learning and teaching effectiveness through alignment with appropriate assessment measures

Major Concern 2: To unleash students' potentials in meeting future challenges, while enjoying strong support of the Motherland and being closely connected to the world

- Target 2.1: Advancing students' competencies and leadership qualities to thrive in the 21st century through the provision of sufficient life-wide learning as well as other learning experiences
 - Target 2.2: Assisting the students to set and realize their learning goals through aspirational life-planning programmes and self-reflection
 - Target 2.3: Optimizing conditions for students to integrate and apply STEAM and Digital Education related knowledge and skills from different disciplines for use in the realm of learning and in the future
 - Target 2.4: Widening students' horizons and worldview through educational visits and cross-border learning programmes
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Major Concern 3: To nurture students' positive values for facilitating their personal and social development in a healthy lifestyle as well as to for building up their collective responsibilities and commitment in serving the school, society and nation

- Target 3.1: Helping students adopt the positive values to face difficulties when growing up by enriching the formal and informal curriculum
- Target 3.2: Cultivating a spirit among students to practise Chinese virtues and to serve the community through co-curricular activities
- Target 3.3: Strengthening the partnership between the school and home education

4. SEVEN LEARNING GOALS OF SECONDARY EDUCATION

- (1) National and Global Identity**
- (2) Breath of Knowledge**
- (3) Language Proficiency**
- (4) Generic Skills**
 - A. *Basic Skills***
 - (a) Communication Skills
 - (b) Mathematics Skills
 - (c) Information Technology Skills
 - B. *Thinking Skills***
 - (a) Critical Thinking Skills
 - (b) Creativity
 - (c) Problem Solving Skills
 - C. *Personal and Social Skills***
 - (a) Self-management Skills
 - (b) Self-learning Skills
 - (c) Collaboration Skills
- (5) Information Literacy**
- (6) Life Planning**
- (7) Healthy Lifestyle**

5. PRIORITY VALUES & ATTITUDES

- (1) National Identity
- (2) Self-control & Citizenship
- (3) Integrity
- (4) Empathy, Gratitude & Commitment
- (5) Respect for Others
- (6) Filial piety
- (7) Benevolence
- (8) Unity
- (9) Perseverance
- (10) Responsibility
- (11) Diligence
- (12) Love of Learning
- (13) Creativity

Major Concern 1: To nurture students to be responsible learners, paving their way towards self-directed learning

Period	Level	Learning Goals and Values	Measures / Strategies	Criteria for Success (to achieve expected student performance)	Methods of Evaluation	Teacher(s)-in-charge
1.1 Developing in students good study habits for life-long learning						
Whole year	S1-6	<u>Learning Goals:</u> • Breath of Knowledge • Language Proficiency • Generic Skills ✓ Communication Skills ✓ Self-management Skills ✓ Self-learning Skills ✓ Collaboration Skills <u>Values:</u> • Love of Learning • Perseverance • Responsibility • Diligence	• Strengthening students' study habits by regularly assigning relevant and motivating pre-lesson tasks to help students prepare well for constructing knowledge during lessons • Strengthening students' study habits by teaching appropriate note-taking and organising, summarising, study and revision skills relevant to each subject • Showcasing effective note-taking practices and other effective study skills shown in students' work regularly in class and in school-wide occasions such as the Learning Celebrations • Enriching language across the curriculum through subject-based and LaC learning and teaching activities to help students master the language used in content subjects • Enriching Reading Across the Curriculum (RaC) through the DEAR programme and subject-based reading activities, and appropriate subject-related reading materials • Promoting self-directed learning among students through the effective use of Google Classroom and other online platforms and resources • Provide encouraging feedback as well as specific and constructive suggestions to guide students to make improvement	• The majority of students ✓ have all their learning materials ready and completed relevant preparation work assigned prior to the lesson. ✓ can employ a wide range of research, note-taking, summary, study and revision skills relevant to the subject in the notebooks and assignments inspected. ✓ can employ subject-based language skills learned in the assignments inspected. • Students and teachers generally agree that various learning strategies (e.g. doing pre-lesson preparation, using concept maps and online resources) are often taught. • Students generally have positive perceptions towards their learning habits, including their self-initiative, self-monitoring, self-planning, and having a clear goal. • Subject-based reading list, activities and resources are provided for students to strengthen reading to learn and RaC are recorded in schemes of work and/or meeting records. • Most students have made use of teachers' resources/feedback on Google Classroom / online platforms to perform self-directed learning. • Encouraging feedback and specific suggestions for improvement are used by all teachers when marking students' assignments. • The majority of inexperienced teachers reflect that they are given support in lesson planning and delivery, as well as means to enhance students' study skills and habits by their panel heads and/or mentors.	• Lesson observation • Assignment inspection • Schemes of work • Subject panel meeting records • Stakeholder survey • APASO • Student Surveys • Annual Learning Activities Survey	• VP (Learning, Teaching & Assessment), • Catering for Learning Diversity Team (LKO) • All subject teachers and panel heads

Sep 2025	S1	<u>Learning Goals:</u> • Generic Skills ✓ Self-management Skills ✓ Self-learning Skills <u>Values:</u>	• Arranging workshops for students to encourage them to establish good learning habits and enhance self-management skills: ✓ 自律守紀講座 ✓ 自我管理技巧工作坊	• Students enhance their time management skills and establish good habits and healthy lifestyle. • Students are able to plan their studies and leisure in a reasonable and balanced manner (including exercise, play, rest, diet, and learning). • Students are able to study diligently, seriously and responsibly, and plan study and life reasonably	• APASO (Generic Skills) • Stakeholder Survey • Questionnaire • Teachers' observation	• Discipline Team (LYT)
1 st Term	S2	• Responsibility • Self-control & Citizenship • Diligence	• Carrying out a workshop in a MCNE lesson to raise students' awareness to evaluate their daily habits and cultivate good habits for life-long learning.	• Students would set goals for improving their habits as a learner		• Life Planning Team (CYM)

Period	Level	Learning Goals and Values	Measures / Strategies	Criteria for Success (to achieve expected student performance)	Methods of Evaluation	Teacher(s)-in-charge
1.2 Equipping students with the necessary generic skills for applications in authentic contexts						
Whole year	S1-6	<u>Learning Goals:</u> • Breath of Knowledge • Language Proficiency • Generic Skills ✓ Communication Skills ✓ Self-management Skills ✓ Self-learning Skills ✓ Collaboration Skills <u>Values:</u> • Love of Learning • Perseverance • Responsibility • Diligence	• Making effective use of project learning, experiential learning and field studies with authentic context to equip students with problem-solving and other generic skills • Providing cross-curricular activities which offer opportunities for students to apply generic skills and subject knowledge acquired in various authentic situations • Providing opportunities for students to participate in and organise competitions, presentations and other activities so as to strengthen their problem-solving and other generic skills	• Project learning activities with authentic context are integrated into the curriculum of all subjects to help enhance students' problem-solving and other generic skills, and most students agree that project learning activities have raised their problem-solving abilities. • Cross-curricular activities are integrated into the curriculum to provide chances for students to apply generic skills and subject knowledge acquired in various authentic situations. • Various opportunities are provided for all students to participate in and organise competitions, presentations and other activities to strengthen their problem-solving and other generic skills • Most students have participated in competitions, presentations and other co-curricular activities, and agree that co-curricular activities enable them to apply generic skills and subject knowledge in authentic context. • Students and teachers generally agree that such activities have helped students strengthen their generic skills.	• Assignment inspection • Schemes of work • Subject panel meeting records • Stakeholder survey • APASO • Student Surveys • Annual Learning Activities Survey	• VP (Learning, Teaching & Assessment) • All subject teachers and panel heads

Period	Level	Learning Goals and Values	Measures / Strategies	Criteria for Success (to achieve expected student performance)	Methods of Evaluation	Teacher(s)-in-charge
1.3 Fostering a language-rich environment to enhance students' proficiency in both Chinese and English across the curriculum						
Whole year	S1-6	Learning Goals: • Breath of Knowledge • Generic Skills ✓ Communication Skills ✓ Self-learning Skills Values: • Love of Learning • Perseverance • Responsibility • Diligence	• Making effective use of subject-related reading resources with relevant learning and teaching activities to enhance students' proficiency in language used for learning content subjects • Making effective use of learning and teaching activities to enhance students' language skills required in classroom learning, as well as in assignments and assessments. • Enhancing students' proficiency in both Chinese and English across the curriculum through the DEAR programme, LaC lessons and online reading programmes • Organising a wide range of meaningful and authentic English, Chinese and Putonghua activities throughout the year to enrich the language learning atmosphere on campus • Establishing an English-rich environment on campus through English announcements, assembly sharing, signs and notices to provide authentic language learning contexts for students	• Subject-related reading resources are integrated into the curriculum to enhance students' proficiency in language used for learning. • Subject-based learning activities and resources provided for students to strengthen students' relevant language abilities and skills are shown in schemes of work and student assignments. • The majority of students have enhanced their proficiency in English across the curriculum through active participation in the English activities, reading extensively in English, and/or completing LaC work satisfactorily. • The DEAR programme is conducted 4 times per cycle during which most students are actively participating in reading and related activities, and online reading programmes are provided for students. • Most students surveyed agree that they can develop language and communication skills through participating in language activities, in class and outside the classroom. • The majority of the students surveyed agree that the school can effectively provide a language-rich environment to enhance their proficiency in language learning. • Students, parents and teachers generally have positive perceptions towards students' interest in reading. • Students generally have positive perceptions towards their reading habits, such as how they can take the initiative to read non-assigned materials and spare enough time to read for leisure.	• Schemes of work • Assignment inspection • Teachers' record • Student survey • Stakeholders Survey • APASO • The Principal's Observation	• VP (Learning, Teaching & Assessment) • All subject teachers and panel heads

Period	Level	Learning Goals and Values	Measures / Strategies	Criteria for Success (to achieve expected student performance)	Methods of Evaluation	Teacher(s)-in-charge
1.4 Enhancing learning and teaching effectiveness through alignment with appropriate assessment measures						
Whole year	S1-6	<u>Learning Goals:</u> • Breath of Knowledge • Generic Skills ✓ Self-management Skills ✓ Self-learning Skills <u>Values:</u> • Love of Learning • Perseverance • Responsibility • Diligence	• Making effective use of assessment data to inform curricular and pedagogical decisions as well as the planning and evaluation of learning and teacher measures • Strengthening students' abilities to accurately identify question requirements through consolidation of their answering techniques and question analysis skills • Designing assessment blueprints for internal tests and exams to facilitate the alignment with the curriculum and the follow-up data analysis • Making good use of the exam setting blueprint and panel chairpersons' comments on exam/test papers to analyse the appropriate alignment of teaching and assessment and design further learning and teaching activities and requirements.	• All test and exam papers are aligned to the curriculum with appropriate difficulty levels set according to the assessment blueprints. • Students' major strengths and weaknesses in tests and exams are identified in the post-assessment data analysis and the markers' reports, with reference to the assessment blueprints. • Specific follow-up strategies are recommended either in the markers' reports or during level meetings / panel meetings. • The majority of the students surveyed agree that the post-assessment data analysis and feedback provided by their subject teachers can help them formulate study plans addressing their own strengths and weaknesses. • Students' views on teachers' teaching and student learning are generally positive. • Teachers' views on school curriculum and assessment, teaching, and student learning are generally positive.	• Schemes of work • Subject panel meeting record • Inspection of test and exam papers and blueprints • Markers' reports • Subject panel meeting minutes • Student survey • Stakeholder survey	• VP (Learning, Teaching & Assessment) • All subject teachers and panel heads

Major Concern 2: To unleash students' potentials in meeting future challenges, while enjoying strong support of the Motherland and being closely connected to the world

Period	Level	Learning Goals and Values	Measures / Strategies	Criteria for Success (to achieve expected student performance)	Methods of Evaluation	Teacher(s)-in-charge
2.1 Advancing students' competencies and leadership qualities to thrive in the 21st century through the provision of sufficient life-wide learning as well as other learning experiences						
Whole year	S1-6	Learning Goals: • National & Global Identity • Breadth of Knowledge • Information Literacy • Healthy Lifestyle • Generic Skills ✓ Information Technology Skills	• Organizing life-wide learning activities to cultivate leadership qualities in students, to enhance students' sense of national identity. ✓ 學生組：升旗隊 ✓ 學生組：《憲法》和《基本法》校園大使 ✓ 週會講話：國旗下的講話 ✓ 主題月：國慶月 ✓ 午間活動：內地交流成果分享 ✓ 試後活動：國情電影欣賞	• Students taking on leadership roles within MCNE activities. • Students enhance their sense of national identity.	• APASO Stakeholder Survey • Teachers' observation and student reflections	• Moral, Civic and National Education (MCNE) Team (HSC)
Whole year	S1-3	✓ Critical Thinking Skills ✓ Problem Solving Skills ✓ Communication Skills ✓ Collaboration Skills ✓ Creativity ✓ Self-management Skills	• Arranging preventive activities for junior form students to promote the importance of information literacy through the following activities: ✓ Workshop on internet safety 【網絡康全】 ✓ Police talk • Joining the Project New Media Literacy Improvement Project (Project NET) 新媒體素養提升計劃 (1) 「有圖有真相？」 (2) 「解密起底組」 (3) 「欺零網絡」	• Students are able to utilize information technology in a wise and reasonable way. • Students understand the risks of the internet and social platforms. • Students can think critically-avoid blindly trusting or forwarding online information. • Students are aware of protecting personal data and respecting others' privacy both online and offline. • Reflect on their behavior and responsibilities in the digital realm. • Be ethical when engaged in online interactions (comments, sharing, personal information)	• Stakeholder Survey • Questionnaire • Teachers' observation • Discipline team case review	• Discipline Team (MTY)
Whole year	S3-5	Values: • National Identity • Self-control & Citizenship • Integrity • Empathy, Gratitude & Commitment	• Arranging leadership training activities to cultivate students' leadership skills, grounding on the characteristics, talents, and workload of students: ✓ ICAC 廉政公署 【高中 iTeens 領袖計劃】 ✓ Kowloon City District Office 九龍城民政事務處 【Y-DRAGON】計劃 ✓ 校本調解工作坊	• Cultivate students' leadership abilities, enabling them to become independent and self-reliant leaders while developing generic skills such as: ✓ Communication Skills ✓ Problem Solving Skills ✓ Collaboration Skills ✓ Creativity	• APASO (Generic Skills) Stakeholder Survey • Teachers' observation • Guests' Feedback	• Discipline Team (LYT, LMF, LWKK)

		• Respect for Others • Filial piety • Benevolence • Unity • Perseverance • Responsibility • Diligence • Love of Learning • Creativity	• Enhancing prefects' leadership skills, including communication, problem-solving, and collaboration when serving as ambassadors during school events: ✓ 家教會選舉 ✓ 學校資訊日 ✓ 水、陸運會 ✓ 中一新生註冊日、迎新日及家長會			
Whole year	S2-4		• Developing leadership capabilities in Joyful Ambassadors so that they can plan and organize various activities for schoolmates that promote physical and mental health and positive coping and help-seeking culture • Equipping Joyful Ambassadors with the necessary interpersonal skills (e.g. listen actively, validate feelings, offer gentle encouragement) conducive to providing mental support to other schoolmates through structured training and school-based workshops	• Students have their collaboration skills improved and proper values developed. • Students have their interpersonal skills polished and can provide mental support to other schoolmates.	• Student Survey (APASO, Stakeholder Survey) • School-based Student Survey • Teachers' Observation • School Social Workers' Observation	• Counselling Team (WNY, LCFL, LH, HNF)
Whole year	S1-6		• Broadening students' horizons and equipping them with generic skills by encouraging them to actively participate in external activities and /or competitions arranged by various Co-Curricular Activity (CCA) groups. • Stretching the leadership potential of the CCA group leaders; enhancing their problem-solving and organization skills; as well as strengthening students' resilience in the "leadership training camp" and other co-curricular activities (e.g. Mock Court 模擬法庭 by Rotary District 3450).	• Students can actively participate in external activities or competitions and capable to have awards in competitions. • Students can play their leadership roles, as well as exhibit their problem-solving and organization skills and resilience in different events and activities.	• Record of participation • APASO (Generic Skills-Leadership) • Stakeholder Survey • (Students and Parents) • School-based Student questionnaire. • Teachers' observation	• CCA Master • Assistant CCA Master • CCA advisors

Whole year	S1-6	<u>Learning Goals:</u> • Language Proficiency • Generic Skills ✓ Communication Skills ✓ Problem-solving Skills ✓ Collaboration Skills <u>Values:</u> • Creativity • Responsibility • Commitment	• Integrating experiential learning activities into the school curriculum and co-curricular activities to help enhance students' competencies • Providing opportunities for students to organise, host and participate in competitions, presentations, and exhibitions, including the Learning Celebration and the Inter-house Quiz Competition • Nurturing among subject elites and committee members of subject-related clubs competencies and leadership qualities by training them to take part in the planning and organisation of various internal and external activities • Providing opportunities for and training students to participate in external events to help enrich their experience and enhance their competencies	• The majority of the students concerned show strengthened competencies and leadership qualities in the process of planning and organising activities/ competitions. • The majority of the students surveyed agree that they have developed their competencies and leadership qualities through participation in the relevant activities. • Students generally have positive perceptions towards their problem-solving, creativity, leadership, and entrepreneurial spirit.	• Schemes of work • Teachers' record • Student survey • APASO	• VP (Learning, Teaching & Assessment) • All subject teachers and panel heads
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Period	Level	Learning Goals and Values	Measures / Strategies	Criteria for Success (to achieve expected student performance)	Methods of Evaluation	Teacher(s)-in-charge
2.2 Assisting the students to set and realize their learning goals through aspirational life-planning programmes and self-reflection						
Whole term	S1-6	Learning Goals: • Life Planning • National & Global Identity Values: • Perseverance	• Organizing life-planning programmes in MCNE lessons (e.g. finding your colours of life, career mapping etc.), to foster a better students' self-understanding in characters, interests, ability, values and to explore their potentials in setting goals for accomplishments in life-planning.	• Students could enhance self-understanding (characters, interests, ability, values) • Students could set their own learning goals and realize them.	• Questionnaire • Teachers' observation • APASO and stakeholder survey	• Life Planning Team
Whole term	S3-6	• Responsibility • National Identity	• Organizing experiential learning activities (e.g. interview workshop and institute / workplace visit) for widening students' scope on career and life planning; so that they gain a deeper understanding of the workplace / further studies and are equipped with life planning skills.	• Students have their scope their scope on career and life planning widened. • Students have a deeper understanding about the world of work / further studies and life planning skills; and could set their learning goals for actions.		• Life Planning Team
2 nd Term	S4-5		• Organizing an exploration tour for students to deepen their understanding of the latest developments of industries / tertiary education / future career opportunities in the Greater Bay Area (GBA).	• Students could seize new opportunities for career development in the Greater Bay Area (GBA) and reflect on their learning paths.		• Life Planning Team (CYM)

Period	Level	Learning Goals and Values	Measures / Strategies	Criteria for Success (to achieve expected student performance)	Methods of Evaluation	Teacher(s)-in-charge
2.3 Optimizing conditions for students to integrate and apply STEAM-Ed and digital education related knowledge and skills from different disciplines for use in the realm of learning and in the future						
Whole year	S.1-3	<u>Learning Goals:</u> • Breath of Knowledge • Information Literacy • Generic Skills	• Making good use of information literacy learning and teaching activities concerning IT and online research skills among all junior form students to enhance their competencies and integrity as a responsible and proficient user of the Internet.	• IT and online research skills learning and teaching activities are included in the curriculum of S1-3 Computer Literacy and S1-2 STEAM-Ed lessons. • The majority of students agree that IT and online research skills have enhanced their ability in learning and studying. • Various activities are integrated into the curriculum to provide chances for students to apply STEAM Education and digital education related knowledge and skills in practical situations. • The majority of the students can effectively integrate and apply STEAM-related and digital education related knowledge and skills from the relevant disciplines when approaching such topics in class.	• Schemes of work • Teacher Observation • Assignment inspection • Teachers' record • Student survey • APASO	• VP (Learning, Teaching & Assessment) • STEAM Co-ordinator (LCF) • All subject teachers and panel heads
Whole year	S.1-6	✓ Communication Skills ✓ Mathematics Skills ✓ Information Technology Skills	• Incorporating relevant STEAM-related topics into the curriculum of all related subjects			
Whole year	S.1-6	<u>Values:</u> • Love of Learning • Perseverance • Responsibility • Diligence	• Organising programmes and activities to help students integrate and apply STEAM Education and Digital Education related knowledge and skills in practical situations. • Enriching the collections in the class library and the school library by sourcing books related to STEAM Education (e.g. science magazines, design thinking, entrepreneurial spirit, etc.)			

Period	Level	Learning Goals and Values	Measures / Strategies	Criteria for Success (to achieve expected student performance)	Methods of Evaluation	Teacher(s)-in-charge
2.4 Widening students' horizon and worldview through educational visits and cross-border learning programmes						
Whole year	S1-6	Learning Goals: • National & Global Identity • Breadth of Learning • Language Proficiency • Healthy Lifestyle • Generic Skills ✓ Communication Skills ✓ Information Technology Skills ✓ Critical Thinking Skills ✓ Self-management Skills ✓ Collaboration Skills	• Organizing educational visits and cross-border learning activities, serves to broaden students' perspectives and understanding of the world. • Organizing educational visits and cross-border learning activities to enhance students' sense of national identity. • Organizing educational visits and cross-border learning activities to effectively cultivate proper values and positive attitudes in students. ✓ 中一級：參觀九龍寨城公園 ✓ 中二級：上環社區探究 ✓ 中四級：公民科本地考察 ✓ 中五級：啟德社區考察 ✓ 中五級：公民科內地考察 ✓ 中四 / 五級：哈薩克歷史、文化及「一帶一路」交流團 ✓ 省外交流團（普通話科、中史科、MCNE Team）	• Students broadening their horizons and worldviews. • Students enhance their sense of national identity. • Students establish proper values and positive attitudes. • Students could connect with the world grounding on the strategic planning of the Chinese mainland.	• Conducting student survey (APASO, Stakeholder Survey) • Collecting teachers' observation and student reflections	• MCNE Team (HSC) • Visits & Tours Team (YCY, TPY) • Different Subject Panels and CCA groups
Whole year	S1-6	Values: • National Identity • Self-control & Citizenship • Integrity • Empathy, Gratitude & Commitment • Respect for Others • Filial piety • Benevolence • Unity • Perseverance • Responsibility • Diligence • Love of Learning • Creativity	• Strengthening students' scope of knowledge and worldview through cross-curricular educational visits and field study programmes • Widening students' horizons and worldview through pre-activity research, investigative itinerary items and reflective post-activity exercises. • Enhancing students' knowledge and experience about different cultures, languages and educational systems through educational visits and cross-border study tours • Disseminating to the entire school community the fruitful experience of the participants of the study tours	• The majority of the participants surveyed agree that taking part in the overseas/cross-border study tours can widen their horizons and worldview. • Most of the participants can submit satisfactory assignments on pre-activity research, investigative itinerary items and reflective post-activity exercises. • The majority of the participants actively participate in the learning activities during the tour. • The experience of study tours is shared with the whole school in various channels and occasions.	• Schemes of work • Assignment inspection • Teachers' record • Student survey	• VP (Learning, Teaching & Assessment) • All subject teachers and panel heads

Major Concern 3: To nurture students' positive values for facilitating their personal and social development in a healthy lifestyle as well as for building up their collective responsibilities and commitment in serving the school, society and nation

Period	Level	Learning Goals and Values	Measures / Strategies	Criteria for Success (to achieve expected student performance)	Methods of Evaluation	Teacher(s)-in-charge
3.1 Helping students adopt the positive values to face difficulties when growing up by enriching the formal and informal curriculum						
1st term	S1-2	Learning Goals: • Healthy Lifestyle • Generic Skills: ✓ Communication Skills ✓ Creativity ✓ Problem-solving Skills	• Arrange preventive workshops for junior students to cultivate their healthy lifestyles: ✓ 「吸煙多面睇」工作坊 ✓ 「COOLTEEN 有計」工作坊	Students can establish a healthy lifestyle by: • recognizing the harm of drugs, cigarettes, and other alternative smoking products and their damaging effects on the body. • staying committed to positive values, resisting temptation and refusing to engage with harmful substances.	• Questionnaire • Teachers' observation • Discipline team case review	• Discipline Team (STW)
Whole year	S1-6	✓ Collaboration Skills ✓ Self-management Skills Values:	• Organizing activities with prefects to promote students' moral values (Integrity and Self-control & Citizenship) and to enhance their creativity, collaboration skills, and problem-solving skills: ✓ 廉政公署互動劇場 ✓ 【廉潔奉公】短片+問答比賽 /反思 ✓ 【知法守法】價值觀集會分享	• Prefects can promote moral values to their fellow schoolmates while simultaneously strengthening their own moral character. • Students participate in the activities recognizing that lawfulness and integrity are important. They are willing to Comply with regulations and avoid illegal behaviors.	• APASO (Affective Development) • Stakeholder Survey • Questionnaire	• Discipline (LHM, LWKK, LYT)
1 st Term	S3	• Self-control & Citizenship • Integrity • Perseverance • Responsibility • Diligence	• Nurturing in students the positive values towards life and helping them develop healthy ways to cope with setbacks and difficulties through: ✓ 'Embrace Failure' Workshop (S3 MCNE Lesson) ✓ 「失敗又如何」生命成長課 ✓ Life Education Workshop (S1 or S2 OLE Day) • Arranging small-group therapeutic interventions: ✓ Level Mind@JC Personal Growth Group (S1-2) - 賽馬會平行心間「心澄一轉」人生必修情緒課 (小組)	• Students develop positive values towards life. • Students are more resilient in the face of adversity.	• Student Survey (APASO, Stakeholder Survey) • School-based student survey • Teachers' Observation • School Social Workers' Observations • MCNE lessons & OLE days - Students' Portfolio	• Counselling Team (LKY, LH, LYK, HNF)
2 nd Term	S1-2					

			• Providing different opportunities for students to perform and present to the public in various school events (e.g. Pre-S1 Info Day, Annual Speech Day, Variety Shows) and competitions. • Engaging students in enough regular physical activities (e.g. MVPA60 lunchtime challenge) in developing an active and healthy lifestyle.	• Students actively participate in different activities and present their ideas, as well as dealing with difficulties and establish positive self-esteem. • Students could develop a habit of doing exercise regularly for the sake of maintaining good health, with their vitality unleashed in positive attitudes.	• APASO • Stakeholder Survey • School-based Student Survey • Evaluation record • Teachers' observation	• Event Management Team • CCA groups • Physical Education Department
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Period	Level	Learning Goals and Values	Measures / Strategies	Criteria for Success (to achieve expected student performance)	Methods of Evaluation	Teacher(s)-in-charge
3.2 Cultivating a spirit among students to practice Chinese virtues and to serve the community through co-curricular activities						
Dec 2025	S1-6	<u>Learning Goals:</u> • National & Global Identity • Breadth of Learning • Healthy Lifestyle <u>Values:</u> • National Identity • Self-control & Citizenship	• Cultivating students' traditional virtue of filial piety and teaching them to show love, care and respect to their parents and elders at home • Cultivating in students a sense of thankfulness to people who have helped them and appreciation for what they possess by organizing various activities and competitions during the Gratitude Month	• Students are filial to and thankful for their parents and return their love with kindness to parents. • Students are grateful to people who have helped them and cherish what they possess after the activities.	• Student survey (APASO, Stakeholder Survey) • School-based student survey • Teachers' observation	• Counselling Team (CNL, LSY, NWM)
Whole year	S1-6	• Integrity • Empathy, Gratitude & Commitment • Respect for Others • Filial piety • Benevolence • Unity • Perseverance • Responsibility	• Organizing activities to cultivate Chinese virtues in students. • Organizing Chinese virtues activities to enhance students' sense of national identity. ✓ 中華文化節 ✓ 主題早讀：《文明中華》 ✓ 國旗下講話 ✓ 中華節慶：喜迎新春 ✓ 中華文化參觀 (1) 中一級-參觀九龍寨城公園 (2) 中二級-上環社區探究	• Students understand and practice Chinese virtues. • Students' affection for and sense of belonging to the country are strengthened.		• MCNE (CHS)
Whole year	S1-6	• Diligence • Love of Learning • Creativity	• Engaging students in community services through the CCA service groups to enrich students' learning experience; and to cultivate among themselves a caring attitude with civic responsibility and engagement. Students are willing to engage in services to the community.	• Students can express their gratitude through participation in the services.		• CCA Mistress, • Assistant CCA Master • CCA advisors of service groups

Period	Level	Learning Goals and Values	Measures / Strategies	Criteria for Success (to achieve expected student performance)	Methods of Evaluation	Teacher(s)-in-charge
3.3 Strengthening the partnership between the school and home education						
Whole year	N.A.	<u>Learning Goals:</u> • Healthy Lifestyle • Generic Skills ✓ Communication Skill ✓ Collaboration Skills <u>Values:</u> ✓ Respect for Others ✓ Filial Piety ✓ Unity	• Arranging dual class teachers in all S1-5 classes to foster communications with parents. • Subscribing a parent education App / online platform to promote parent education through multimedia positive parenting information. • Organizing parents' education and parent-child education activities / workshops, in collaboration with the Parents & Teachers Association (PTA), to enhance the cultivation of positive values and a healthy lifestyle among students. • Arranging regular PTA meetings and student parent-teacher joint consultation meetings to foster good communications and receive opinions for healthy school development. • Providing an online platform with practical teaching videos and multimedia materials based on the EDB's parent education curriculum framework and security education from the HK Police Force to parents, so that they can easily engage in self-directed learning according to their personal needs and interests.	• Students and parents experience rapports from the school and the developmental needs of students are catered for. • Students' and parents' awareness of National Security education could be enhanced. • The home-school communications (e.g. through the PTA, with class/subject teachers, consultation meetings on parents' days, etc.) are effective and constructive. • Parents and students give positive evaluation on the educational activities.	• Stakeholder survey • Parents' survey on events • PTA meeting minutes	• VP (Student Development & Support) • VP (School Administration)