COGNITIO COLLEGE (KOWLOON)

文理書院（九龍）



ANNUAL SCHOOL PLAN

2026-2027

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

Cultivating Virtue, Nurturing Intelligence: Developing Resilient and Future-Ready Global Leaders

Major Concern 1: Cultivating Virtuous and Resilient Global Citizens

Strategic Pillar 1.1: ***The Source of Identity — Homeland & Security***

To forge a deep sense of **national identity** and a lifelong commitment to **national security** by transforming cognitive awareness (知) of our heritage into emotional alignment (情) with our virtues, culminating in responsible actions (行) across cyber digital, ecological, and social domains.

Strategic Pillar 1.2: ***The Flow of Excellence — The Integrity-driven Journey of Growth and Service***

To help students embark on an excellence-driven journey of growth by anchoring their character in **integrity** (誠信), fostering experiential resilience through a **love of learning** (好學), and empowering them to lead and serve the common good with **benevolence** (仁愛).

Major Concern 2: Nurturing Digitally-Intelligent and Strategically-Aligned Global Leaders

Strategic Pillar 2.1: ***Digital Intelligence & Autonomous Excellence***

To nurture **self-regulated learners** who intentionally leverage **artificial intelligence (AI)** to scaffold their inquiry, monitor their creative processes, and reflectively assess their progress toward producing impactful work.

Strategic Pillar 2.2: ***Global Connectivity & Strategic Alignment through Biliteracy and Trilingualism***

To empower students to become strategic cultural conduits through the mastery of **biliteracy** and **trilingualism**, facilitating seamless engagement between the Motherland and the global community while aligning their progress with national strategic goals and international standards.

4. SEVEN LEARNING GOALS OF SECONDARY EDUCATION

(1) National Identity and Global Perspective
(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) Digital 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

Major Concern 1: Cultivating Virtuous and Resilient Global Citizens

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 To forge a deep sense of national identity and a lifelong commitment to national security by transforming cognitive awareness (知) of our heritage into emotional alignment (情) with our virtues, culminating in responsible actions (行) across cyber, ecological, and social domains.						
Whole year	S1-6	Learning Goals: • National Identity & Global Perspective • Healthy Lifestyle Values: • National Identity • Self-control & Citizenship • Integrity • Empathy, Gratitude & Commitment • Respect for Others • Filial piety • Benevolence • Unity • Perseverance • Responsibility • Diligence • Love of Learning • Creativity	• Organizing activities to cultivate Chinese virtues in students and their sense of national identity: ✓ MCNE (Moral, Civic and National Education) lessons: Learning activities contextualized with appropriate current affairs and life events【生活事件簿】-中華節慶好（春節） ✓ Life-wide Learning Activities: Mainland study tour ✓ Establishing a school Culture: Chinese Culture Day 中華文化日	• Students can understand and put into practice traditional Chinese virtues, such as benevolence. (S1-3) • Students can understand the core concepts, humanistic spirit, and traditional virtues of fine traditional Chinese culture, and put them into practice. (S4-6)	• Feedbacks from students • Form Teachers meeting minutes • MCNE meeting minutes • Teachers' observation • Stakeholder Survey	• MCNE Team • Chinese History Department
Whole year	S1-6		• Promoting ecological and sustainable education to students through: ✓ MCNE lessons: Sustainable Development-seminar ✓ Life-wide learning activities: Carbon-Neutral promoting activities arranged by Sustainable Development Ambassadors ✓ Establishing a school culture: Speech under the National Flag（二十四節氣） ✓ Infusing the elements into the related subjects	• S1-3 students show care for environmental conservation and actively contribute to society • S4-6 students can understand and exhibit care about the development, challenges, and opportunities facing the nation, society, and the ecological environment from a rational and multi-perspective approach		• MCNE Team • Sustainable Development Ambassadors
Whole year	S1-6		Organizing activities to forge a lifelong commitment to national security in students • MCNE lessons: ✓ Learning activities contextualized with appropriate current affairs and life events 生活事件簿 – National Development 國家發展 ✓ Learning activities contextualized with appropriate current affairs and life events – National Security 國家安全 ✓ Theme-based Talk – NPC / CPPCC Talk 人大政協講座 • Life-wide learning activity:	• S1-3 students: ✓ Students can understand the role of laws in safeguarding society and national security, and recognize the importance of safeguarding national security. ✓ Students show care for society, embrace one's identity as a citizen of society and a national of the country, and foster a sense of belonging, responsibility, and mission. • S4-6 students:		• MCNE Team • Citizenship & Social Development Department

			✓ Visit to the National Security Exhibition Gallery 國家安全展覽館 • Practice & service: ✓ Flag-raising Team training & flag-raising ceremony ✓ Constitution & Basic Law Ambassadors • Establishing a school Culture: ✓ Theme-based Month (National Month 國慶月, National Security Education Month 國家安全教育月) ✓ Theme-based DEAR (Drop-Everything-And-Read) programme (National Day 國慶日, National Security Education 國家安全教育日) ✓ Speech under the National Flag (National Day 國慶講話, National Constitution Day 國家憲法日、全民國家安全教育日 National Security Education Day, HKSAR Establishment Day 特區成立周年紀念日)	✓ Students can recognize the importance of the rule of law, properly exercise civic rights granted by the Basic Law, conscientiously fulfill civic duties, and prioritize public well-being. ✓ Students abide by laws and regulations, refrain from unlawful acts, and maintain social stability. ✓ Students can understand the nation's development since the Reform and Opening-up, clarify one's national identity, willingly assume the responsibility to improve livelihoods and enhance the well-being of the nation and its people, and love the country and Hong Kong.		
Whole year	S1-6		• Organizing the following learning activities to cultivate students' awareness and practice of cyber, digital, and social security, as well as to uphold students' value of integrity: ✓ Learning activities contextualized with appropriate current affairs and life events – Technology Advancement 科技發展 ✓ Learning activities contextualized with appropriate current affairs and life events Cybersecurity 網絡安全 ✓ Theme-based talk - NPC / CPPCC Talk (National Science & Technology Development 國家科技發展)	• S1-3 students: • understand the risks, points to note, and etiquette when using the internet, other media, and social media platforms. • pay attention to legal, social, and ethical responsibilities when using information technology, including respecting intellectual property rights, avoiding plagiarism, and refraining from unauthorized downloading, reposting, or using others' works, thereby cultivating habits of emphasizing both law-abidingness and integrity in learning and daily life. • S4-6 students actively verify and cross-check information from the internet, various technological tools (including generative artificial intelligence), or other media, refrain from rashly believing or forwarding		• MCNE Team • Mathematics Department

				unconfirmed content, and respect academic and creative integrity.		
1st Term	S1-3	Learning Goals: • Digital Literacy • National Identity & Global Perspective • Generic Skills ✓ Information Technology Skills ✓ Critical Thinking Skills ✓ Creativity Values: • Respect for Others • Self-control & Citizenship • Empathy, Gratitude & Commitment	Arranging preventive activities for junior form students to promote the importance of digital literacy: • New Media Literacy Enhancement Scheme 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」 • Cybersecurity Workshop【網絡康全】工作坊【從「鍵盤」到「校園」：學會當一個有責任、懂善意的溝通者】 • AI-Generated Creative Media Works Contest【AI 創意媒體作品徵集比賽】(CSD Department, Discipline Team) • Integrating information literacy into the S1-3 Computer Literacy curriculum	• Students can utilize information technology in a wise and reasonable way. They understand the risks of the internet and social platforms. • Students can protect personal data and respect others' privacy both online and offline. • Students can think critically and avoid blindly trusting or forwarding online information. • Student can reflect on their behavior and responsibilities in the digital realm. Be ethical when engaged in online interactions (comments, sharing, personal information). • Students demonstrate responsible digital citizenship, applying critical thinking to evaluate AI outputs while respecting copyright, intellectual property, and healthy screen-time habits, etc.	• Stakeholder Survey • Questionnaire • Teachers' observation • Discipline team case review	• Discipline Team • Related Subject Departments
Whole year	S1-6	Learning Goals: · National Identity & Global Perspective · Breadth of Knowledge · Language Proficiency · Generic Skills ✓ Communication Skills ✓ Creativity ✓ Collaboration Skills ✓ Self-management Skills ✓ Self-study Skills	• Establishing a vertical "Know, Feel, Act" 「知、情、行」National Security framework in all subject curricula with respect to learning, teaching and assessment. • Arranging cross-curricular activities to promote national security education and values education, with emphasis on traditional virtues, across form levels: ✓ Thematic multimodal language learning materials and tasks (e.g. festivals, cultural heritage, conservation, etc.) ✓ Life-wide learning activities (e.g. English Club events related to various festivals, Culture Weeks, etc.) ✓ RaC / DEAR reading materials and library books on relevant themes (e.g. readers from the 'China Showcase Library' with English	• Students appreciate the beauty of Chinese culture, understand the nation's development and achievements, and foster a heightened sense of national pride and self-confidence throughout the learning process. • Students express generally positive perceptions regarding traditional virtues and national security, and translate these values into actions. • Students express generally positive perceptions regarding national identity as reflected in APASO (Affective Development) data. • Students, parents, and teachers express generally positive perceptions regarding the implementation of values education / the development of good character among students, as reflected in stakeholder surveys.	· Homework inspection · Lesson observation · Teacher observation · Student survey · Student interviews · APASO · Stakeholder survey	• RaC Team • Library • MCNE Team • English Department • Related Subject Departments • Chinese History & Culture Club

		<u>Values</u>: · Respect for Others · National Identity · Self-control & Citizenship · Responsibility · Empathy, Gratitude & Commitment · Unity · Integrity · Diligence · Filial Piety	Department) ✓ Selecting reading materials related to national development and achievements, national security, and Chinese culture. (RaC Team, MCNE Team) • Arranging experiential activities for students to uphold students' National Identity and National Security: ✓ Visit to the HK Museum of the War of Resistance and Coastal Defence 香港抗戰及海防博物館 and the HK Museum of History 香港歷史博物館 (History) ✓ S4 Greater Bay Area study trip to examine regional economic development (BAFS, Economics, Life Planning Team)			

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 **To help students embark on an excellence-driven journey of growth by anchoring their character in integrity (誠信), fostering experiential resilience through a love of learning (好學), and empowering them to lead and serve the common good with benevolence (仁愛)**						
Whole year	S1-6	Learning Goals: • National Identity & Global Perspective Values: • National Identity • Self-control & Citizenship • Integrity • Empathy, Gratitude & Commitment • Respect for Others • Filial piety • Benevolence • Unity • Perseverance • Responsibility • Diligence • Love of Learning • Creativity	Promoting moral education to students through: • MCNE lessons: ✓ Learning activities contextualized with appropriate current affairs and life events – KaiTak@Kowloon City Study Centre 啟城學堂 ✓ Learning activities contextualized with appropriate current affairs and life events –愛回家 • Life-wide learning activity: ✓ Post-Exam Activity: Values Education Drama 價值觀教育劇場- • Establishing a school Culture: ✓ KaiTak@KowloonCity Study Centre 啟城學堂 ✓ Speech under the National Flag: The 160th Anniversary of the birth of Dr. Sun Yat-Sen, Labour Day 勞動節	• S1-3 students: ✓ Students can maintain a positive attitude toward life, cherish everything one has, and always remain grateful. ✓ Student establish good interpersonal relationships with sincerity, care, respect, and courtesy. ✓ Students can appreciate the upbringing and care of elders and family members, constantly uphold filial piety, and remain grateful and appreciative. • S4-6 students: ✓ Even when unobserved, students are nurtured with moral integrity in solitude and self-reflection; can strictly uphold moral standards, as well as can regularly reflect on one's words and deeds.	• Feedbacks from students • Form Teachers meeting minutes • MCNE meeting minutes • Teachers' observation • Stakeholder Survey	MCNE Team
Whole year	S1-6		• Empowering students to lead with integrity and serve with benevolence via activities arranged for: ✓ Flag-raising Team ✓ Constitution & Basic Law Ambassadors	• S1-3 students actively participate in campus service opportunities to cultivate a spirit of serving the public and contributing to society. • S4-6 students take the initiative to assume leadership roles, coordinate school activities and team operations, and serve the school with enthusiasm.		MCNE Team
Whole year	S1-6	Learning Goals: • National Identity & Global Perspective • Language Proficiency • Generic Skills:	Organizing activities to promote Integrity (誠信) in students (Discipline Team, Prefects): ✓ Youth Integrity Promotion Programme「青年誠信推廣計劃」 ✓ Visit to the ICAC 參觀廉政公署 ✓ Film appreciation 廉政行動－微電影《賄指手》	• Students recognize the importance of lawfulness and integrity, conscientiously complying with regulations and refraining from illegal acts to safeguard social stability. • Students uphold personal integrity and recognize that law-abidingness and	• APASO (Affective Development) • Stakeholder Survey • Questionnaire	• Discipline Team • RaC Team

		✓ Critical Thinking Skills <u>Values</u>: • Integrity • Self-control & Citizenship • Love of Learning	觀賞 ✓ Assembly Sharing about Law-abiding【知法守法】集會分享 (Police Community Relations Office, Reading-across-the-Curriculum (RaC) Team, Discipline Team) ✓ Special DEAR Programme「字裡尋『德』」早讀挑戰 (Discipline Team, RaC Team) ✓ Police Talk 警察講座 ✓ Thematic reading activities with selecting reading materials related to integrity (RaC Team, Discipline Team)	incorruptibility are vital cornerstones for social progress.		
Whole year	S1-6	<u>Learning Goals</u>: • Healthy Lifestyle • Generic Skills: ✓ Communication Skills ✓ Collaboration Skills <u>Values</u>: • Benevolence • Empathy, Gratitude & Commitment • Respect for Others	Organizing activities by Discipline team and prefects organize activities to promote Benevolence (仁愛) in students: ✓ Harmonious School (Anti-bullying) activities「和諧校園反欺凌」活動 ✓ Switch Anti-bullying Challenge【全能「友」情王：Switch 「反欺凌」挑戰賽】(PE Department, Discipline Team) ✓ Good Behaviour Charter 良好行為約章 ✓ Cybersecurity Workshop【網絡康全】工作坊【從「鍵盤」到「校園」：學會當一個有責任、懂善意的溝通者】 ✓ Discipline Talk【自律守紀】講座	• Students maintain positive interpersonal relationships with sincerity, care, respect, and courtesy. • Students handle interpersonal relationships with rationality and empathy, both in real life and the cyber world, rejecting all forms of bullying.	• APASO (Affective Development) • Stakeholder Survey • Teachers' observation • Discipline team case review	Discipline Team
Nov-Dec 2026	S1-6	<u>Learning Goals</u>: · Healthy Lifestyle · Generic Skills ✓ Communication Skills ✓ Self-management Skills <u>Values</u>: · Respect for Others · Responsibility · Benevolence · Empathy, Gratitude	• 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 agree that the activities help foster a culture of benevolence, respect and responsibility. • 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

		& Commitment · Unity · Filial Piety				
Whole year	S1-3	<u>Learning Goals</u>: · Healthy Lifestyle · Generic Skills ✓ Communication Skills ✓ Problem Solving Skills ✓ Self-management Skills ✓ Self-learning Skills <u>Values</u>: · Perseverance · Respect for Others · Responsibility · Benevolence · Empathy, Gratitude & Commitment · Love of Learning	• Nurturing in students the positive values towards life and helping them develop healthy ways to cope with setbacks and difficulties through interactive and experiential workshops: ✓ Empathy and Connection Workshops 「與『理』連結」工作坊 (S1 MCNE Lessons) ✓ 'Life Channel: Life Simulation Workshop' 模擬人生工作坊 (S2 OLE Day) · 'Embrace Failure' Workshops 失敗進化：小精靈的啟示 (S3 MCNE Lessons)	• Students can embody positive values and translate them into daily actions. • Students can enhance their goal-setting strategies and foster a love of learning through immersive life simulation activities. • Students are more resilient in the face of adversity. • The activities can help students cultivate empathy and practice benevolence. • The activities can create inclusive cultures.	• Student Survey (APASO, Stakeholder Survey) • School-based student survey • Teachers' Observation • School Social Workers' Observations • MCNE lessons & OLE days Students' Portfolio	Counselling Team
		<u>Learning Goals</u>: · Language Proficiency · Life Planning · Healthy Lifestyle <u>Values</u>: · Integrity · Benevolence · Love of Learning	Fostering students' holistic personal growth through incorporating project learning tasks, reflective writing in cross-curricular collaboration: • Reflection on the theme of gratitude (S5) (English Department, Counselling Team) • Reflection on career aspirations (S3 & S5) (English Department, Life Planning Team)	• Students express generally positive perceptions regarding how their integrity, love of learning, and benevolence. • Students express generally positive perceptions regarding honesty and morality as reflected in APASO data. • Students, parents, and teachers express generally positive perceptions regarding the support for student development and school climate, as reflected in Stakeholder Survey.	• Teacher observation • Homework inspection • Student survey • APASO • Stakeholder Survey	• English Department • Counselling Team • Life Planning Team

Major Concern 2: Nurturing Digitally-Intelligent and Strategically-Aligned Global Leaders

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 To nurture self-regulated learners who intentionally leverage artificial intelligence (AI) to scaffold their inquiry, monitor their creative processes, and reflectively assess their progress toward producing impactful work.						
Whole year	S1-6	<u>Learning Goals</u>: · Breath of Knowledge · Digital Literacy · Generic Skills ✓ Mathematics Skills ✓ Information Technology Skills ✓ Problem-solving Skills ✓ Self-management Skills ✓ Self-learning Skills <u>Values</u>: · Perseverance · Responsibility · Diligence · Love of Learning	• Deepening students' subject-specific knowledge using AI tools (**"AI + Subject"**) • Providing students with AI-generated teaching / learning materials, only based on teacher-entered information, as well as pre-configured prompt templates aligned with Education Bureau (EDB) Curriculum Guides and HK Diploma of Secondary Education (HKDSE) assessment criteria • Empowering students to become autonomous, digitally literate learners through the strategic and responsible use of AI and other digital technologies that scaffold self-regulated, personalized inquiry and student-centred learning • Providing students with AI-empowered diagnostic formative assessment results, so that they receive rubric-grounded and quick feedbacks from completed assignments, pinpointing misconceptions / weaknesses for improvements / follow-ups • Catering for students' learning diversity through AI-assisted tracking of subject-level students' learning progress / records to devise follow-up tiered teaching / actions	• Students write prompts to receive the AI-generated differentiated learning materials / assessments according to their individualized and learning needs • Students carry out important self-regulated learning processes (e.g. data collection, analysis, reflection), without outsourcing their thinking to AI tools • Students make good use of the feedbacks from their corrected assessments through AI-assisted diagnosis (strengths / weakness) for follow-ups (e.g. studying remedial learning materials / doing make-up assignments) • Students interact with a safe and interface, against potential data bias and AI hallucinations, enabling them to conduct guided inquiry for learning • The school aggregate students' academic / learning progress data, to evaluate the alignment with the Annual School Plan and 3-year School Development Plan, supporting School Self-Evaluation (SSE) for school improvement	• School Enhancement Team meetings • Digital Education Team meetings • Teacher observation • Homework inspection • Lesson observation • Student survey • APASO • Stakeholder surveys	• Learning, Teaching, Assessment Committee (LTAC) • School Enhancement Team • Digital Education Team • All Subject Departments
Whole year	S1-6	<u>Learning Goals</u>: · Breath of Knowledge · Digital Literacy · Generic Skills ✓ Mathematics Skills ✓ Information Technology	• Promoting **"AI + Curriculum"** by integrating AI learning elements into cross-disciplinary domains (e.g. STEAM education). • AI & Interactive Learning: ✓ AI-Generated Creative Media Works Contest on "Ethnic Minorities" / "An Interdependent Contemporary World"【AI 創意媒體作品徵集比賽】(CSD Department, Discipline Team) ✓ Organizing an AI-assisted thematic project titled	• Students apply AI competency in completing the assigned tasks and in problem-solving. • Students acquire essential I&T competencies to translate abstract scientific and technical knowledge into functional prototypes of solving complex, authentic problems • High-potential students build collaborative	• LTAC meetings and evaluation • Digital Education Team meetings and evaluation • Related	• LTAC • Digital Education Team • Some Subject Departments

		Skills ✓ Problem-solving Skills <u>Values</u>: · Perseverance · Responsibility · Diligence · Love of Learning	"Ancient Chinese Mathematicians" (Mathematics, Chinese History) ✓ Participating in the Territory-wide Schools "Decoding Chinese History" Competition 全港學界【中史解碼】比賽 using IT and creative tools (Chinese History, Information & Communications Technology ICT)	leadership skills and technical confidence through participation and success in university-led AI programmes, regional STEAM challenges, and international technology innovation competitions.	Subject Departments meetings and evaluations	
Whole year	S1-6	<u>Learning Goals</u>: · Breath of Knowledge · Life Planning · Generic Skills ✓ Mathematics Skills ✓ Information Technology Skills ✓ Problem-solving Skills <u>Values</u>: · Perseverance · Responsibility · Diligence · Love of Learning	• Devising measures for promoting the integrated development of "education, technology and talent" and supporting enhancing students' **"innovation and technology (I&T)"**: ✓ Extending S1-2 STEAM lessons covering the latest technologies. ✓ Deploying a cross-curricular scientific inquiry project across Physics, Chemistry, and Biology (e.g. Science Channel) to boost student engagement and practical application. ✓ Setting up I&T research teams to undergo scientific investigations, and take part in the major science competitions in Hong Kong organized by the EDB and relevant professional bodies (e.g. the HK Academy for Gifted Education, HK New Generation Cultural Association), such as HK Science Fair, HK Youth Science and Technology Innovation Competition, IEEE Integrated STEM Education Conference), so as to nurture I&T talent ✓ Arranging selected students to participate in contests involving new STEAM-related technologies (e.g. IoT) • Strengthening Mathematics, Science and Technology to enhance students' I&T capabilities ✓ Reviewing and enriching learning activities within and beyond the classroom in Science and Mathematics Education (e.g. by introducing science learning activities related to I&T, e.g. Mathematics Modelling infused in curriculum)	• Students develop their interest and curiosity in mathematics and science, with their creative problem-solving skills cultivated, and their confidence in learning science and mathematics built up (e.g. through participating in different science activities / science talks organized by the Science Society) • Students demonstrate hands-on mastery in the latest technology applications (e.g. IoT, experimental design, digital media creation) • Scientific/STEAM research teams successfully enter / win major local/regional contests, and even take part across the border to reach the Chinese Mainland and the global horizons. • Our internal and external Science and Mathematics learning activities undergo formal review and integration with modern I&T learning elements • S3 students undergo specialized life-planning pathway guidance, with enough advices in mapping their senior subject choices to future I&T careers • The capacity for students successfully to elect two or more Science and Mathematics subjects concurrently at S4 (2027-2028) increases from the present 31% (2026-2027) to more than 35%	• LTAC meetings and evaluation • Related Subject Departments meetings and evaluation • Life Planning Team meetings and evaluation	• LTAC • Science KLA • Mathematics Department • Computer Literacy & ICT Department) • STEAM Education Team • Catering for Learning Diversity (CLD) Team • Life Planning Team • IT Club

			✓ Arranging science and mathematics activities/competitions both inside and outside school (e.g. Science Week, various Mathematics territory-wide competitions) ✓ Improving the subject combinations in taking Science (Physics, Chemistry, Biology, ICT) and Mathematics Subject (Extended Part, M2), to allow more students to take two or more science and mathematics subjects concurrently at the senior secondary level, thereby creating a synergistic effect in learning science and mathematics ✓ Offering support measures to S3 students (e.g. talks, taster lessons) who could plan their senior secondary subject choices and further studies under the school-provided guidance	(2027-2028)		

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 To empower students to become strategic cultural conduits through the mastery of biliteracy and trilingualism, facilitating seamless engagement between the Motherland and the global community while aligning their progress with national strategic goals and international standards						
Whole year	S1-6	Learning Goals: · National Identity & Global Perspective · Breadth of Knowledge · Language Proficiency · Generic Skills ✓ Communication Skills ✓ Self-management Skills · Life Planning Values: · Respect for Others · Responsibility · National Identity · Unity · Love of Learning	• Utilizing diverse learning activities to enhance students' language learning opportunities and deepen their reflections on life. • Current affairs analysis, video production, literary walks 文學散步, PTH Chinese poetry / literary works / Chinese idiom stories reciting 周有光盃朗讀、講故事及拼音比賽, PTH radio broadcasting 普通話電台, Chinese Culture Week 中華文化周, Reading Circle, and film appreciation	• Students demonstrate measurable gains in Putonghua oral fluency through broadcasting, alongside strengthened analytical writing and media literacy in current affairs and video projects. • Students exhibit deeper self-reflection, moral reasoning, and cultural literacy in Reading Circle logs, film critiques, and literary walk submissions.	• Teacher observation • Student survey • APASO	• Chinese Department • Putonghua (PTH) Department • Chinese & PTH Society
Whole year	S1-6		• Expanding students' global horizons and cultural literacy by designing thematic, cross-cultural modules and immersive learning experiences, such as English Week, Culture Weeks, and Sydney English study tour, to position them as confident cultural bridges between China and the world • Enriching the school's English environment and learning atmosphere by orchestrating diverse life-wide learning activities and student-led English sessions during assemblies, fostering authentic, everyday language application across all form levels	• Students participate in English activities, events, programmes, and competitions actively and show genuine interests in striving for excellence. • Students express generally positive perceptions regarding English activities and the school's English environment and learning atmosphere, as reflected in annual English student survey.	• Teacher observation • Student survey • APASO	• English Department • English Club
Whole year	S1-6	Learning Goals: · National Identity & Global Perspective · Breadth of Knowledge · Language Proficiency · Generic Skills ✓ Communication Skills ✓ Information Technology Skills ✓ Problem-solving	• Enriching reading resources for students at school: ✓ Inviting teachers across subject departments to recommend books, providing multidisciplinary reading materials ✓ Setting up classroom reading corners displaying books purchased by various subjects. ✓ Providing multidisciplinary Chinese and English e-reading passages on Google Classroom. ✓ Introducing digital reading platforms to facilitate student access to digital reading materials • Arranging DEAR morning reading sessions to cultivate focused reading habits and elevate language standards. • Organizing thematic & cross-curricular reading	• Students demonstrate attentive reading behavior during scheduled DEAR morning sessions, as recorded in regular teacher observations / reading logbooks. • Teachers / students / parent reflect a satisfactory Stakeholder Survey results regarding student reading motivation and habits. • Students rate themselves high in APASO Outcomes in the sub-domains for "Reading (Non-assigned Reading)" and "Reading (Leisure Reading Time)". • Students agree on post-activity surveys that thematic reading materials (e.g., Chinese	• Stakeholder survey • APASO • Student survey • Teacher observation • Student interviews	• RaC Team • Other collaborating Teams / Subject Departments

		Skills <u>Values</u>: · National Identity · Perseverance · Diligence · Love of Learning	activities (in collaboration with different subjects and teams) to establish reading themes (e.g., Chinese culture, national achievements, healthy lifestyle, positive values, national security)	culture, national security, healthy lifestyle) increased their learning interest and subject-related language skills.		
Whole year	S1-6	<u>Learning Goals</u>: • Breadth of Knowledge • Language Proficiency • Generic Skills: ✓ Communication Skills ✓ Collaboration Skills <u>Values</u>: • Perseverance • Responsibility • Diligence • Love of Learning • Creativity	• Enhancing and encouraging students to present their learning process / products through providing different opportunities: ✓ Arrangements during lessons ✓ Sharing sessions to classmates during morning assembly • Arranging various means of Learning Celebrations: e.g. board displays, presentation sessions held during Assembly (to all schoolmates) and half-yearly (to students in different Secondary Levels) • Enhancing opportunities (through training) for students to present (e.g. as MCs of school functions, during competitions) both in school activities / open days and outside schools (local / global competitions)	• Student presenters / MCs demonstrate enhanced articulation, confidence, and audience engagement • Students agree on reviews that presenting their work and attending Learning Celebrations boosted their self-confidence and enthusiasm for learning. • Increased student participation in local, regional, or global presentation and debate competitions, participating students securing awards, merits, or positive benchmarked progress.	• Student survey • Teacher observation • Student interviews	• LTAC • CLD Team • Student Development Committee
Whole year	S2-4	<u>Learning Goals</u>: · Healthy Lifestyle · Generic Skills ✓ Communication Skills ✓ Problem Solving Skills ✓ Self-management Skills ✓ Collaboration Skills <u>Values:</u> • Perseverance • Respect for Others	• Developing leadership capabilities in Joyful Ambassadors so that they can plan and organize various activities for their schoolmates to promote physical and mental health, positive coping, and a help-seeking culture ✓ Gratitude Month ✓ Chill Hub ✓ Board Games ✓ Relaxation Workshops • Equipping Joyful Ambassadors with the necessary interpersonal skills (e.g., listen actively, validate feelings, maintain a non-judgmental stance, offer gentle encouragement) conducive to providing mental support to other schoolmates through structured training and school-based workshops	• Ambassadors demonstrate abilities to apply the knowledge (e.g., signs of distress, healthy coping behaviors) and skills (e.g., leadership skills and collaborations skills) required in their participation. • Ambassadors are more confident in communication and presentation before others • Ambassadors are better equipped with the interpersonal skills essential for offering empathetic mental health support to their peers. • Ambassadors can develop a dedicated commitment to supporting their peers' well-being.	• Student Survey (APASO, Stakeholder Survey) • School-based Student Survey • Teachers' Observation • School Social Workers'	Counselling Team

		• Responsibility • Empathy, Gratitude & Commitment • Benevolence	✓ Joyful Ambassadors Training Programme ✓ School-based Workshops ✓ Planning and Preparation for Mental Health Activities ✓ Sharing during School Assembly	• The activities can promote physical and mental health, positive coping, and a help-seeking culture.	Observation	
Whole school	S1-6	<u>Learning Goals</u>: • National Identity & Global Perspective • Language Proficiency • Generic Skills ✓ Communication Skills ✓ Collaboration Skills <u>Values</u>: • National Identity • Self-control & Citizenship • Respect for Others	Organizing experiential and collaborative learning activities to nurture responsible, globally minded citizens who contribute to Hong Kong, support national development, and promote global sustainability: • Classroom learning: ✓ Learning activities contextualized with appropriate current affairs and life events -戰禍無辜 ✓ Experiential workshops • Establishing a School Culture: ✓ Annual Major Events Review Election 年度大事回顧選舉 ✓ Speech under the National Flag: Speech in Putonghua • Life-wide Learning activities: ✓ Mediation / Mock Trial Programme ✓ Service learning (e.g. visits to flats with people in need in the Kai Ching Estates) ✓ Education Tours outside Hong Kong (at least 3 tour to Mainland China / a tour to Sydney) (CSD, Life Planning Team, BAFS, Economics, MCNE Team, PTH, History, Chinese History, English)	• S1-3 students: ✓ proactively learn about national development and actively participate in related experiential and exchange activities. ✓ possess a global vision, show concern for global issues, and actively contribute to society. • S4-6 students: ✓ possess a global vision, show concern for world and environmental issues as well as the challenges faced by sustainable development, foster a sense of social responsibility, and embody the vision of "building a community with a shared future for mankind." 「構建人類命運共同體」 ✓ proactively understand the overall national development landscape, and actively contribute toward building Hong Kong and achieving the great rejuvenation of the Chinese nation through learning, exchange, and collaboration.	• Feedbacks from students • Form Teachers meeting minutes • MCNE meeting minutes • Teachers' observation • Stakeholder Survey	• MCNE Team • Related Subject Departments • Life Planning Team • Other Learning Experiences (OLE) Team (Community Service) • OLE Team (Visits & Tours)