

COGNITIO COLLEGE (KOWLOON)

文理書院（九龍）



ANNUAL SCHOOL PLAN

2023-2024

1. SCHOOL MOTTO

Study extensively, Inquire accurately, Deliberate carefully, Discern clearly, Practise 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**
- 2. To unleash students' potentials in meeting future challenges, while enjoying strong support of the Motherland and being closely connected to the world**
- 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**

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

Period	Level	Value(s) addressed	Measures	Criteria for Success	Methods of Evaluation	Teacher(s)-in-charge
1.1 Developing in students good study habits for life-long learning						
Whole year	S1-6	<ul style="list-style-type: none"> • Love of Learning • Perseverance • Responsibility • Diligence 	Helping students build up good study habits by assigning relevant pre-lesson tasks to help students be well prepared for constructing knowledge during lessons.	<ul style="list-style-type: none"> • 70% of students surveyed reflect that pre-lesson tasks assigned by teachers have helped to enhance their learning during the lesson. • 70% of the assignments/notebooks inspected show records of pre-lesson tasks. 	<ul style="list-style-type: none"> • Tracking teachers' record • Conducting student survey • Observing lesson • Inspecting assignment 	<ul style="list-style-type: none"> • VP (Prefect of Studies) • All subject teachers and panel heads
Whole year	S1-6		Helping students build up good study habits by enhancing teachers' knowledge and students' skills and habits in note-taking	<ul style="list-style-type: none"> • 80% of teacher participants in relevant professional development workshops agree that they have gained useful ideas about helping students enhance their note-taking skills. • 70% of the assignments/notebooks inspected show appropriate notes taken by students. 	<ul style="list-style-type: none"> • Conducting teacher survey • Lesson Observation • Inspecting assignment 	<ul style="list-style-type: none"> • Principal • VP (Prefect of Studies) • All subject teachers and panel heads
Whole year	S1-6		Equipping students with relevant exam skills and answering techniques to facilitate effective learning	<ul style="list-style-type: none"> • 70% of the assignments/notebooks inspected show records of learning activities related to exam skills / answering techniques. • 70% of students surveyed reflect that the exam skills / answering techniques taught have helped them learn more effectively. 	<ul style="list-style-type: none"> • Inspecting schemes of work • Observing lesson • Inspecting assignment • Conducting Student survey 	<ul style="list-style-type: none"> • VP (Prefect of Studies) • All subject teachers and panel heads
Whole Year	S1- 6		Enriching Reading Across the Curriculum (RaC) through reading activities and recommendation of appropriate subject-related reading materials	<ul style="list-style-type: none"> • Subject-based reading activities and resources are provided for students to strengthen reading to learn and reading across the curriculum. • 70% of students surveyed reflect that reading resources and activities have helped to enhance their interest and language skills required for learning various subjects. 	<ul style="list-style-type: none"> • Inspecting schemes of work • Tracking teachers' record • Conducting Student survey 	<ul style="list-style-type: none"> • VP (Prefect of Studies) • RaC Head • All subject teachers and panel heads

Whole year	S1-2		Enriching Language across the Curriculum (LaC) through learning and teaching activities to help students deal with the language used in content subjects	70% of students surveyed agree that the Language across the Curriculum lessons can help them master the language used in learning various subjects.	<ul style="list-style-type: none"> Inspecting Schemes of work Collecting teachers' observation Conducting student survey 	<ul style="list-style-type: none"> LaC Head LaC subject teachers
Whole Year	S1- 6		Providing learning and teaching activities via Google Classroom and online platforms to enhance self-directed learning	<ul style="list-style-type: none"> 90% of teachers have made use of Google Classroom (and other online platforms) to provide feedback and resources to students. 70% of students have made use of teachers' resources/feedback on Google Classroom or online platforms to improve their learning. 	<ul style="list-style-type: none"> Schemes of work Teachers' record Google Classroom record Student survey 	<ul style="list-style-type: none"> VP (Prefect of Studies) All subject teachers and panel heads
1 st term	S1	<ul style="list-style-type: none"> Responsibility Diligence Integrity Self-control 	Providing workshops to S1 students to enhance their time management skills.	70% of the students agree that the workshop could enhance their time management skills.	Conducting student survey	Discipline Mistress
1st term	S2	<ul style="list-style-type: none"> Love of Learning 	Developing in students good study habits for life-long learning	75% or above agree that they would set goals for improving their study habits.	<ul style="list-style-type: none"> Conducting student survey Collecting teachers' observation 	Life Planning Master

1.2 Engaging students in an interactive and information-technology supported learning both inside and beyond the classroom

Whole year	S1-6	<ul style="list-style-type: none"> Love of Learning Perseverance Responsibility 	Strengthening teachers' knowledge and skills in using e-teaching and learning tools through professional development	70% of teachers surveyed reflect that their e-teaching and learning knowledge and skills have improved through professional development	Scrutinizing EITDC evaluation and records	<ul style="list-style-type: none"> VP (School Administration) EITDC Head and members
Whole year	S1-6	<ul style="list-style-type: none"> Diligence 	Providing online platform accounts for students to access selected online learning resources and self-directed learning tasks	<ul style="list-style-type: none"> 70% of students have participated in online learning activities provided by subject teachers. 70% of students surveyed reflect that such learning activities have helped them learn more effectively. 	<ul style="list-style-type: none"> Inspecting schemes of work Tracking teachers' record Conducting student survey 	<ul style="list-style-type: none"> VP (Prefect of Studies) All subject teachers and panel heads

Whole year	S1-6		Employing e-learning tools and Apps to enhance effectiveness and promote interactive learning in class	<ul style="list-style-type: none"> E-learning and teaching activities are integrated in the curriculum to enhance learning effectiveness. 70% of students surveyed reflect that e-learning activities they have participated in have helped them learn more effectively. 	<ul style="list-style-type: none"> Inspecting schemes of work Tracking teachers' record Collecting teachers' observation Lesson Observation Conducting student survey 	<ul style="list-style-type: none"> Wong LS, All subject teachers and panel heads
Whole year	S1-6		Making good use of Google Classroom to enhance interaction and manage learning and teaching materials outside class time	<ul style="list-style-type: none"> Online learning and teaching resources have been provided for 90% of classes to enhance interaction. 70% of students surveyed agree that Google Classroom resources have helped them learn more effectively. 	<ul style="list-style-type: none"> Inspecting schemes of work Tracking teachers' record Tracking Google Classroom record Conducting student survey 	<ul style="list-style-type: none"> VP (Prefect of Studies) All subject teachers and panel heads

1.3 Equipping students with the necessary generic skills for solving authentic problems						
Whole year	S1-6	<ul style="list-style-type: none"> Love of Learning Perseverance Responsibility Diligence 	Making effective use of project learning to equip students with problem-solving and other generic skills	<ul style="list-style-type: none"> Project learning activities are integrated in the curriculum to help raise students' problem-solving and other generic skills. 70% of students surveyed agree that project learning activities they have participated in have helped them learn problem-solving skills. 	<ul style="list-style-type: none"> Inspecting schemes of work Tracking teachers' record Collecting teachers' observation Conducting student survey 	<ul style="list-style-type: none"> VP (Prefect of Studies) All subject teachers and panel heads
Whole year	S1-6		Providing cross-curricular activities to help students apply subject knowledge acquired in various authentic situations	<ul style="list-style-type: none"> Cross-curricular activities are integrated in the curriculum to provide chances for students to apply subject knowledge acquired in various authentic situations. 70% of students surveyed agree that cross-curricular activities they have participated in have helped them apply subject knowledge acquired in various authentic situations. 	<ul style="list-style-type: none"> Inspecting schemes of work Tracking teachers' record Collecting teachers' observation Conducting student survey 	<ul style="list-style-type: none"> VP (Prefect of Studies) All subject teachers and panel heads

Whole year	S1-6		Providing opportunities for students to participate in / organise competitions and activities so as to strengthen their problem-solving and other generic skills	<ul style="list-style-type: none"> • Various opportunities are provided for students to participate in / organise competitions and activities so as to strengthen their problem-solving and other generic skills • 70% of students surveyed agree that such activities they have participated in have helped them strengthen their problem-solving and other generic skills. 	<ul style="list-style-type: none"> • Tracking teachers' record • Collecting teachers' observation • Conducting student survey 	<ul style="list-style-type: none"> • VP (Prefect of Studies) • All subject teachers and panel heads
Whole Year	S1-6		Organising programmes and activities to help students integrate and apply STEAM Education knowledge and skills in practical situations.	<ul style="list-style-type: none"> • Various activities are integrated into the curriculum to provide chances for students to apply STEAM Education knowledge and skills in practical situations. • 70% of students surveyed agree that they have applied STEAM Ed knowledge in practical situations while participating in such activities. 	<ul style="list-style-type: none"> • Inspecting schemes of work • Observing lesson • Inspecting assignment • Tracking teachers' record • Conducting student survey 	Biology, Chemistry, CL/ ICT, IS, Mathematics, Physics and VA subject teachers and Panel Heads

1.4 Fostering a language-rich environment to enhance students' proficiency in both Chinese and English across the curriculum						
Whole Year	S1-6	<ul style="list-style-type: none"> • Love of Learning • Perseverance • Responsibility • Diligence 	Making effective use of subject-related reading resources to enhance students' proficiency in language used for learning	<ul style="list-style-type: none"> • Subject-related reading resources are integrated into the curriculum to enhance students' proficiency in language used for learning. • 70% of students surveyed reflect that subject-related reading resources have helped enhancing their learning. 	<ul style="list-style-type: none"> • Inspecting schemes of work • Inspecting assignment • Tracking teachers' record • Conducting student survey 	<ul style="list-style-type: none"> • VP (Prefect of Studies) • All subject teachers and Panel Heads
Whole Year	S1-6		Enhancing students' proficiency in both Chinese and English across the curriculum through the DEAR programme and online reading programmes	<ul style="list-style-type: none"> • The DEAR programme is conducted 4 times per cycle and online reading programmes are provided for students. • 70% of students surveyed agree that the DEAR programme and online reading programmes have helped them improve their proficiency in Chinese and English. 	<ul style="list-style-type: none"> • Collecting teachers' Observation • Tracking teachers' record • Conducting student survey 	<ul style="list-style-type: none"> • Principal • VP (Prefect of Studies) • RaC Head • All subject teachers and Panel Heads
Whole Year	S1-6		Providing meaningful and authentic English, Chinese and Putonghua activities for students	<ul style="list-style-type: none"> • 70% of students have participated in authentic English activities, Culture Weeks and other language activities. • 70% students surveyed agree that they can develop language and communication skills through participating in language activities 	<ul style="list-style-type: none"> • Inspecting schemes of work • Tracking teachers' record • Conducting student survey 	<ul style="list-style-type: none"> • VP (Prefect of Studies) • Panel Heads of English Language, Chinese Language & PTH • NETs

Whole Year	S1-6		Generating a campus with rich English, Chinese and Putonghua contexts	<ul style="list-style-type: none"> • Notices and signs around the school shall be bilingual. • English Café, workshops, public speaking and other competitions conducted in English/Chinese/ Putonghua to be held to generate a campus with rich bilingual contexts. • 70% students surveyed agree that they have been exposed to rich language contexts. 	<ul style="list-style-type: none"> • Collecting teachers' observation • Tracking teachers' record • Conducting student survey 	<ul style="list-style-type: none"> • VP (Prefect of Studies) • Panel Heads of English Language, Chinese Language & PTH • NETs
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1.5 Addressing the needs of students with diverse learning abilities via the effective use of assessment data

Whole year	S1-6	<ul style="list-style-type: none"> • Love of Learning • Perseverance • Responsibility • Diligence 	Enhancing learning and teaching effectiveness through improvement in assessment literacy	70% of the teacher participants agree that relevant staff development programmes have enhanced their knowledge in assessment literacy	<ul style="list-style-type: none"> • Inspecting schemes of work • Tracking subject panel meeting record • Conducting teacher survey 	<ul style="list-style-type: none"> • VP (School Administration) • Staff Development Committee
Whole year	S1-5		Raising learning and teaching effectiveness through organizing exam-script design and assessment data analysis workshops organised by QSIP, CUHK	<ul style="list-style-type: none"> • 70% of the teacher participants agree that their skills in exam-script design and assessment data analysis have improved. • 70% of the teacher participants agree that their skills in aligning examinations and teaching have improved. 	<ul style="list-style-type: none"> • Tracking teachers' record • Conducting teacher survey 	<ul style="list-style-type: none"> • VP (Prefect of Studies) • All subject teachers and Panel Heads

1.6 Refining the assessment mechanism for cultivating students' desirable study habits and equipping students with self-directed learning skills

Whole year	S.1-6	<ul style="list-style-type: none"> • Love of Learning • Perseverance • Responsibility • Diligence 	Issuing detailed information about examination timetable, syllabus and requirements to help students plan their own study plan	<ul style="list-style-type: none"> • Such details are announced in Google Classroom and morning assembly at least 3 weeks before each assessment week and examination period. • 70% students surveyed agree that they can make use of the information to design their own revision plan. 	<ul style="list-style-type: none"> • Tracking teachers' record • Conducting student survey 	<ul style="list-style-type: none"> • VP (School Administration) • VP (Prefect of Studies)
Whole year	S.1-6		Disseminating and guiding students to understand their own performance through data analysis after each uniform test and examination	70% students surveyed agree that they have better understanding of their own performance through assessment data analysis.	<ul style="list-style-type: none"> • Tracking teachers' record • Conducting student survey 	<ul style="list-style-type: none"> • VP (School Administration) • VP (Prefect of Studies) • All subject teachers and Panel Heads

Whole year	S.1-6		Employing assessment data analysis and “exam-setting blueprint” to enhance students’ understanding of the close relationship between the curriculum and assessment	<ul style="list-style-type: none"> • One paper in each form of each subject has been designed and analysed with reference to an “exam-setting blueprint”. • 70% of teachers agree that their skills in aligning examinations and teaching have improved. • 70% students surveyed agree that they have better understanding of their own performance through assessment data analysis 	<ul style="list-style-type: none"> • Tracking teachers’ record • Conducting teacher survey • Conducting student survey 	<ul style="list-style-type: none"> • VP (Prefect of Studies) • All subject teachers and Panel Heads
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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	Value(s) addressed	Measures	Criteria for Success	Methods of Evaluation	Teacher(s)-in-charge
2.1 Advancing students' qualities and competencies to thrive in the 21st century through the provision of sufficient life-wide learning as well as other learning experiences						
2 nd term	S1-2	<ul style="list-style-type: none"> Responsibility Integrity Self-control & Citizenship 	Joining "Game Beyond: Gambling Addiction Prevention Program" to raise students' cautiousness on the issue of "topping up game currency" 「課金」 and to prevent addiction to gambling.	80% of the students agree that they will take caution on the issue of "topping up game currency" 「課金」 and know how to prevent addiction to gambling.	<ul style="list-style-type: none"> Conducting student survey Collecting teachers' observation 	Discipline Mistress
2 nd term	S2-3	<ul style="list-style-type: none"> Care & Respect for Others Integrity Self-control & Citizenship Responsibility 	Providing workshops to S2-3 students to promote information literacy, the importance of obeying the law and encourage them to be a responsible internet user. • S2 – 新媒體素養「有圖有真相?」、「解密起底組」 • S3 – 【網絡康全－網絡言論與網絡道德】工作坊	80% of the students would like to be a responsible internet user.	<ul style="list-style-type: none"> Conducting student survey Collecting teachers' observation 	Discipline Mistress
2 nd term	S1-6	<ul style="list-style-type: none"> Creativity; Love of Learning; Responsibility; Diligence 	Organizing art exhibitions and performances in the Pre-S1 Info Day and the Annual Speech Day for students to facilitate their creative and aesthetic abilities through demonstration to the community.	The participants generally appreciate the creative and aesthetic abilities of the students through the exhibitions and the performances.	<ul style="list-style-type: none"> Collecting participants' feedback Collecting Teachers observations 	Co-curricular Activities (CCA) Mistress
Whole year	S1-6	<ul style="list-style-type: none"> Creativity; Love of Learning; Responsibility; Diligence 	Organizing life-wide learning activities to enhance students' understanding about the country's contemporary development as well as to unleash their potentials in meeting the future challenges grounding on our Country. • 主題講座：國家發展 • 生活事件簿：國家發展、國家安全 • 早讀：國家發展、中華文化 • 書展：國家發展 • 主題月：十月國慶月、五月國家安全教育月 • 國旗下的講話	<ul style="list-style-type: none"> 75% of the participants agree that participation in the learning activities could enhance their understanding about our Country. 70% of participants agree that participation in the learning activities could unleash their potentials in meeting the future challenges grounding on our Country. 	<ul style="list-style-type: none"> Conducting student survey Collecting teachers' observation 	MCE Mistress

Whole year	S1-6	<ul style="list-style-type: none"> • Creativity • Love of Learning • Responsibility • Diligence 	Integrating experiential learning activities into the school curriculum and co-curricular activities to inculcate entrepreneurial spirit and other necessary qualities	<ul style="list-style-type: none"> • 70% of students surveyed agree that the experiential learning activities have helped them build up related humanistic qualities. 	<ul style="list-style-type: none"> • Inspecting schemes of work • Tracking teachers' record • Conducting student survey 	<ul style="list-style-type: none"> • VP (Prefect of Studies) • All subject teachers and Panel Heads
Whole year	S1-6	<ul style="list-style-type: none"> • Creativity • Love of Learning • Responsibility • Diligence 	Providing opportunities for students to organise and participate in competitions, presentations, and exhibitions, including the Learning Celebration and inter-house quiz competition	<ul style="list-style-type: none"> • 70% of participants surveyed agree that participating in / helping to organise activities and exhibitions has enhanced their sense of responsibility 	<ul style="list-style-type: none"> • Inspecting schemes of work • Tracking teachers' record • Conducting student survey 	<ul style="list-style-type: none"> • VP (Prefect of Studies) • All subject teachers and Panel Heads
Whole year	S1-6	<ul style="list-style-type: none"> • Creativity • Love of Learning • Responsibility • Diligence 	Enhancing students' qualities through organising and participating in cross-KLA projects including "Ancient Olympics in China", "Ancient Carnivals in China", as well as international culture weeks on China, Italy and Brazil.	<ul style="list-style-type: none"> • 70% of students surveyed agree that such cross-KLA activities have helped them build up related humanistic qualities. 	<ul style="list-style-type: none"> • Inspecting schemes of work • Tracking teachers' record • Conducting student survey 	<ul style="list-style-type: none"> • VP (Prefect of Studies) • All subject teachers and Panel Heads

Period	Level	Value(s) addressed	Measures	Criteria for Success	Methods of Evaluation	Teacher(s)-in-charge
2.2 Assisting the students to set their learning goals and realize them through life-planning programmes						
Whole year	S1-6	Responsibility	Organizing life planning programmes ("Finding your colours of life", career mapping etc.) for students to explore their characters, interests, ability, values and potentials and assist them to set their learning goals.	<ul style="list-style-type: none"> • 75% of the participants agree that participation in the programmes could enhance their self-understanding (characters, interests, ability, values and potentials) • 75% of the participants agree that participation in the programmes could assist them to set learning goals. 	<ul style="list-style-type: none"> • Conducting student survey • Collecting teachers' observation 	Life Planning Master
Whole year	S3-6		Organizing experiential learning activities (e.g. interview workshop and institute / workplace visit etc.) to widen students' scope on career and life planning, as well as enhance their understanding on the workplace/further studies and life planning skills.	<ul style="list-style-type: none"> • 75% of the participants agree that the experiential learning activities arranged could widen their scope on career and life planning. • 75% of the participants agree that the experiential learning activities arranged could enhance their understanding on the world of work/further studies and life planning skills. 	<ul style="list-style-type: none"> • Conducting student survey • Collecting teachers' observation 	Life Planning Master

2.3 Facilitating the student leaders who are armed with necessary skills to collaborate with others and adapt to the ever-changing world through experiential learning						
Whole year	S4-5	<ul style="list-style-type: none"> Integrity Empathy, Gratitude & Commitment 	Joining the 'iTeen Leadership Programme for Senior Secondary School Students' to enhance Head Prefects' leadership skills.	75% of the participants agree that participation in the Programme could enhance their leadership skills.	<ul style="list-style-type: none"> Conducting student survey Collecting teachers' observation 	Discipline Mistress
1 st term	S4-5	<ul style="list-style-type: none"> Care & Respect for Others Integrity Self-control & Citizenship Responsibility 	Providing HKU online course 「網絡健康達人」網上學習支援計劃 to Head Prefects and Prefect Leaders to enhance their information literacy and resist cyberbullying.	80% of the participants would like to be a responsible internet user and resist cyberbullying.	<ul style="list-style-type: none"> Conducting student survey Collecting teachers' observation 	Discipline Mistress
Whole year	S2-4	<ul style="list-style-type: none"> Responsibility Empathy, Gratitude & Commitment; Self-control & Citizenship 	<ul style="list-style-type: none"> Assisting Joyful Ambassadors in organizing different activities for schoolmates that promote mental health and nurture in them the values of care and concern. Equipping Joyful Ambassadors with the necessary interpersonal skills (e.g. active listening, communication and understanding) conducive to providing mental support to other schoolmates through Peer Power – Student Gatekeeper Training Programme. 「學生守護大使計劃」 	<ul style="list-style-type: none"> 75% of the participants agree that participation in the activities could help them improve their collaboration skills and develop positive values. 75% of the participants agree that participation in the programmes could help them enhance their interpersonal skills conducive to providing mental support to other schoolmates. 	<ul style="list-style-type: none"> Conducting student survey Collecting teachers' observations 	Assistant Counselling Mistress
Whole year	S1-6	<ul style="list-style-type: none"> Responsibility Empathy, Gratitude & Commitment; Self-control & Citizenship 	Developing the student group under the “Constitution and Basic Law Student Ambassadors Training Scheme” 「《憲法》和《基本法》學生校園大使培訓計劃」 to equip group members with leadership skills, widen their horizons, nurture them to become able and virtuous citizens with a sense of responsibility to love our Country and City. <ul style="list-style-type: none"> 演講：國旗下的講話 壁報設計：國慶、國家安全展板 《憲法》《基本法》校外比賽 領袖培訓 	<ul style="list-style-type: none"> 70% of the participants agree that participation in the Scheme could help them develop their leadership skills and widen their horizons. 70% of the participants agree that participation in the Scheme could enhance their sense of responsibility to exhibit love for our Country and City. 	<ul style="list-style-type: none"> Conducting student survey Collecting teachers' observation 	MCE Mistress

1st term	S2-6	<ul style="list-style-type: none"> • Responsibility • Empathy, Gratitude & Commitment 	Organizing “Leadership training camp” for Co-curricular Activities (CCA) group leaders to stretch their leadership potential as well as enhance their problem solving and organization skills.	75% of the participants agree that participation in the Leadership training camp could help enhance their leadership, problem solving and organization skills.	<ul style="list-style-type: none"> • Conducting student survey • Collecting teachers’ observation 	CCA Mistress
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2.4 Optimizing conditions for students to integrate and apply STEAM-related knowledge and skills from different disciplines for use in the realm of learning and in the future

Whole Year	S1- 6	<ul style="list-style-type: none"> • Creativity • Love of Learning • Perseverance 	Organising programmes and activities to help students integrate and apply STEAM Education knowledge and skills in practical situations.	70% of students surveyed agree that participating in such activities has strengthened their ability to integrate and apply their knowledge and skills in practical situations.	<ul style="list-style-type: none"> • Inspecting schemes of work • Tracking teachers’ record • Conducting student survey 	<ul style="list-style-type: none"> • Biology, Chemistry, CL & ICT, IS, Mathematics, Physics and VA subject teachers and Panel Heads
Second Term	S1		Cross-curricular creativity activities are organized to help students integrate knowledge learned in STEM Ed and Visual Arts	70% of students show the ability of applying such knowledge in making their products	<ul style="list-style-type: none"> • Inspecting schemes of work • Inspecting assignment • Tracking teachers’ record 	<ul style="list-style-type: none"> • IS and VA subject teachers and Panel Heads
Whole year	S.2-3		Organising Maker Lab activities for S2 and S3 students with higher ability in science to investigate and try out science-related activities	70% of the participants agree that their creative ability and interest in science are raised	<ul style="list-style-type: none"> • Tracking teachers’ record • Conducting student survey 	<ul style="list-style-type: none"> • Chan SY • Lo HM • Law CS
Whole Year	S.1-6		Providing opportunities and assisting students in taking part in Hong Kong Science Fair, CUHK Jockey Club AI for the Future Project and other inter-school science and IT competitions	70% of participants agree that their creative ability and interest in science and technology are raised	<ul style="list-style-type: none"> • Tracking teachers’ record • Conducting student survey 	<ul style="list-style-type: none"> • VP (Prefect of Studies) • Assistant Principals
Whole year	S1-6		Conducting lectures or seminars organized by the Science society and IT Club to enhance students’ interests and knowledge in STEAM-related topics.	70% of the participants agree that participation in the lectures/seminars could help enhance their interests and knowledge in STEAM-related topics.	<ul style="list-style-type: none"> • Conducting student survey • Collecting teachers’ observation 	CCA Mistress

2.5 Widening students' horizon and worldview through educational visits and cross-border learning programmes						
Second Term	S1,2,5	<ul style="list-style-type: none"> • National Identity • Self-control & Citizenship 	Strengthening students' scope of knowledge and worldview through cross-curricular educational visits and field study programmes	70% of participants agree that cross-curricular educational visits / field study programmes can widen their horizon and worldview.	<ul style="list-style-type: none"> • Schemes of work • Assignment inspection • Teachers' record • Student survey 	<ul style="list-style-type: none"> • Cheung KY, • Wong TC, • Ho SC
Second Term	S5	<ul style="list-style-type: none"> • Love of Learning 	Enriching students' knowledge of national development and sense of national identity through cross-border tour and project learning	<ul style="list-style-type: none"> • 70% of participants agree that the cross-border tour and project learning can widen their horizon and worldview. • 70% of participants agree that the cross-border tour and project learning can strengthen their knowledge of national development and sense of national identity 	<ul style="list-style-type: none"> • Schemes of work • Assignment inspection • Teachers' record • Student survey 	<ul style="list-style-type: none"> • Cheung KY
Whole year	S4-6		Enhancing students' knowledge and experience about different cultures, languages and educational systems through cross-border study tours	70% of participants agree that the cross-border study tours can enhance their knowledge and experience about different cultures, languages and educational systems	<ul style="list-style-type: none"> • Teachers' record • Student survey 	<ul style="list-style-type: none"> • Lam KO, • Yuen SY
First Term	S1-6		Disseminating to the entire school community the fruitful experience of the participants of the English study tour to Brisbane held in the previous school year	<ul style="list-style-type: none"> • The photo story series and vlogs by all participants in the study tour are shared with the entire school community in English Weeks / Culture Weeks and on a Google Site. • 70% of students surveyed agree that the photo story series and vlogs by the tour participants can widen their horizons and worldview. 	<ul style="list-style-type: none"> • Teachers' record • Student survey • Records of activities • Google Site • Student survey 	<ul style="list-style-type: none"> • Wong TK, • Kostianos L
Whole year	S1-6		Arranging authentic learning experiences (such as field visits) for students to widen their horizon and worldview. <ul style="list-style-type: none"> • 中華飲食文化之旅 • 香港山野遊踪 • 香港新聞博覽館 • 香港文化一日遊 	70% of the participants agree that participation in the visits could help widen their horizon and worldview.	<ul style="list-style-type: none"> • Conducting student survey • Collecting teachers' observation 	<ul style="list-style-type: none"> • MCE Mistress

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

Period	Level	Value(s) addressed	Measures	Criteria for Success	Methods of Evaluation	Teacher(s)-in-charge
3.1 Helping students adopt the positive values to face the difficulties when growing up by enriching the formal and informal curriculum						
1 st term	S4	Integrity; Self-control & Citizenship	Arranging the ICAC Interactive Drama Show for students to promote their integrity and understand the importance of obeying the law.	80% of the students would like to be an honest people and agree not to commit crimes.	<ul style="list-style-type: none"> • Conducting student survey • Collecting teachers' observations 	Discipline Mistress
1 st term	S1-3	Self-control & Citizenship	Providing workshops for S1-3 students to remind them to say no to cigarette/drugs. <ul style="list-style-type: none"> • S1 – workshop on cigarette 「吸煙多面睇」 • S2 – workshop on drug 「COOLTEEN 有計」 • S3 –workshop on drug 「無藥一樣 COOL」 	80% of the students agree to the importance of healthy lifestyle and agree to saying no to cigarette/drugs.	<ul style="list-style-type: none"> • Conducting student survey • Collecting teachers' observations 	Discipline Mistress
Whole year	S1	Integrity; Self-control & Citizenship	Providing school talk to S1 students to encourage them to be a responsible citizen and from not to committing crime.	80% of the students agree to be a responsible citizen and not to commit crime.	<ul style="list-style-type: none"> • Conducting student survey • Collecting teachers' observations 	Assistant Discipline Master
2 nd term	S1	Care & Respect for Others	Organizing experiential workshops - “Journey of Life” 「生命之旅工作坊」 to nurture in students the positive values towards life	<ul style="list-style-type: none"> • 75% of the participants agree that they are more resilient in face of the adversity. • 75% of the participants agree that positive values towards life could be nurtured in them. 	<ul style="list-style-type: none"> • Conducting student survey • Collecting teachers' observations 	Counselling Mistress
Dec 2023	S1-6	Empathy, Gratitude & Commitment	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.	75% of the participants agree that they should be grateful to people who have helped them and cherish what they possess after the activities.	<ul style="list-style-type: none"> • Conducting student survey • Collecting teachers' observations 	Counselling Mistress

Whole year	S1-6	Integrity; Self-control & Citizenship; Responsibility; Care & Respect for Others	Providing students with learning activities contextualized with appropriate current affairs and life events 「生活事件簿」 for building up students' responsibilities and commitment in serving the school, society and nation.	<ul style="list-style-type: none"> 75% of the participants agree that participation in the learning activities could inculcate in them the positive values and attitudes. 70% of the participants agree that participation in the learning activities could help build up their responsibilities and commitment in serving the school, society and nation. 	<ul style="list-style-type: none"> Conducting student survey Collecting teachers' observation 	MCE Mistress
Whole year	S1-6	Self-control & Citizenship; Responsibility Care	<ul style="list-style-type: none"> Providing environmental education through the formal curriculum to foster desirable students' behaviours for the betterment of our world, e.g. against extreme climate change. Organizing environmental activities 「環保工作坊」 to promote green and healthy lifestyle among students and to build up their collective responsibilities and commitment in environmental protection. 	<ul style="list-style-type: none"> Students generally aware of their behavioural impacts on the environment 70% of the participants agree that participation in the activities could promote green and health lifestyle. 70% of the participants agree that participation in the activities help build up their collective responsibilities and commitment in the environmental protection. 	<ul style="list-style-type: none"> Conducting student survey Collecting teachers' observation 	<ul style="list-style-type: none"> All subject teachers and Panel Heads MCE Mistress
Whole year	S1-2	<ul style="list-style-type: none"> Integrity Self-control & Citizenship Responsibility 	Strengthening the incorporation of national security education elements into the curriculum as well as learning and teaching materials	National security education elements have been incorporated into at least one set of learning materials in each level.	<ul style="list-style-type: none"> Inspecting schemes of work Tracking teachers' record Conducting student survey 	<ul style="list-style-type: none"> VP (Prefect of Studies) All subject teachers and Panel Heads
Whole year	S1-5	<ul style="list-style-type: none"> Integrity Self-control & Citizenship Responsibility 	Incorporating positive values into the curriculum and co-curricular activities	<ul style="list-style-type: none"> Learning and teaching materials of all subjects provide a meaningful context for students to reflect on or develop their positive values. 70% of students surveyed agree that the learning and teaching materials have helped them reflected on or developed positive values. 	<ul style="list-style-type: none"> Inspecting schemes of work Observing lesson Inspecting assignment Tracking teachers' record Conducting student survey 	<ul style="list-style-type: none"> VP (Prefect of Studies) All subject teachers and Panel Heads

Whole year	S1-6	<ul style="list-style-type: none"> • Integrity • Self-control & Citizenship • Responsibility 	Enhancing students' sense of responsibility, integrity and self-control & citizenship through organising and participating in cross-curricular (inter-class/house) competitions and other learning activities	<ul style="list-style-type: none"> • 70% of participants surveyed agree that organising / participating in such activities have helped them strengthen their sense of responsibility, integrity and self-control & citizenship 	<ul style="list-style-type: none"> • Inspecting schemes of work • Observing lesson • Inspecting assignment • Tracking teachers' record • Conducting student survey 	<ul style="list-style-type: none"> • VP (Prefect of Studies) • All subject teachers and Panel Heads
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Period	Level	Value(s) addressed	Measures	Criteria for Success	Methods of Evaluation	Teacher(s)-in-charge
3.2 Cultivating a spirit to serve the community among students through co-curricular activities						
Whole year	S3-5	<ul style="list-style-type: none"> • Care & Respect for Others • Gratitude & Commitment 	Engaging prefects in regular patrol at school and encouraging prefects to participate actively in various school functions (e.g. Pre-S1 Info Day, S1 Registration, S1 Orientation Day, sports days, swimming gala, speech day), so as to polish their leadership, problem solving and communication skills.	<ul style="list-style-type: none"> • 65% of the prefects agreed that participation in the school functions can enhance their leadership and communication skills. • 65% of the prefects were rewarded (merits, honours certificates) at the end of the 2nd term. 	<ul style="list-style-type: none"> • Tracking the number of prefects receiving awards • Collecting teachers' observations 	Discipline Mistress
Whole year	S1-6	<ul style="list-style-type: none"> • Care & Respect for Others • Empathy, Gratitude & Commitment 	<p>Arranging community services by the CCA groups for students to cultivate in them the caring attitudes.</p> <ol style="list-style-type: none"> 1. Providing services such as checking blood pressure, glycemic index for the elderly in our community (Red Cross). 2. Organizing visits to the elderly home and children's home for students to show care for the disadvantaged (Girl Guides). 3. Conduct flower charity sale and flag-selling activities for public welfare fund raising (CYC). 	<ul style="list-style-type: none"> • 70% or more of the participants agree that participation in the co-curricular activities can cultivate their spirit to serve the community. • 70% or more of the participants agree that they could exhibit their social awareness and love for the community through participation in these activities. • 70% or more of the participants agree that they can express their gratitude through participation in the services. 	<ul style="list-style-type: none"> • Collecting CCA advisors' observations • Conducting student survey 	CCA Mistress

Period	Level	Value(s) addressed	Measures	Criteria for Success	Methods of Evaluation	Teacher(s)-in-charge
3.3 Strengthening the partnership between the school and home education						
Whole year	S1-6	<ul style="list-style-type: none"> Responsibility Care & Respect for Others 	<ul style="list-style-type: none"> Organizing appropriate parent education activities, parent-child workshops and PTA picnic in collaboration with the Parent-Teacher Association (PTA) to enhance the cultivation of positive values and healthy lifestyles among students. Arranging regular gatherings with parents (e.g. PTA meetings, Parents Day) to share among one another their relevant experiences and insights for establishing good parent-child communication and helping children release negative emotions. 	<ul style="list-style-type: none"> High participation rate of activities co-organized with the PTA. Participants (parents and students) generally reflect that positive values, healthy lifestyles, and parent-child communication were helped enhanced after participating in the activities. Appropriates follow-up actions were made by the school after communication with parents. 	<ul style="list-style-type: none"> Scrutinizing PTA meeting minutes Conducting parent/participant survey 	<ul style="list-style-type: none"> Principal VP (School Administration) PTA members