Sheng Kung Hui Tang Shiu Kin Secondary School
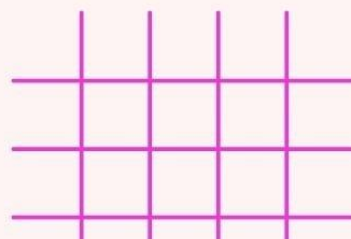
ANNUAL SCHOOL PLAN

2024-2025

School Vision and Mission

Vision

To be one of the best schools in the territory to provide high quality whole-person education for students.

Mission

Our school, founded in the year 1962, is an Anglican Church School that fully embraces the Christian ethos. As a Christian school, Sheng Kung Hui Tang Shiu Kin Secondary School believes in honoring the innate value of every individual created by God. The school motto is HYPOMONE, the Greek word meaning "perseverance, forgiveness and tolerance", all important Christian virtues.

At the heart of this school community lies the belief that each student is unique and valuable. Based on Christian values, our school and teachers provide ample opportunities and an ideal environment to engage students in a balanced education that embraces morality, intelligence, physical development, social awareness, aesthetics and spirituality. We are dedicated to nurturing a future generation of young people who are compassionate and responsible, as well as independent thinkers.

Sheng Kung Hui Tang Shiu Kin Secondary School
Annual School Plan
2024/25

Major Concerns

1. **To nurture students to be active learners**

2. **To nurture students with positive values and promote their mental wellness**

3. **To nurture students as responsible citizens**

Major Concern 1 – To nurture students to be active learners

> **Briefly list the feedback and follow-up actions from the previous school year:**
>
> - In the previous school year, academic departments employed a comprehensive range of implementation strategies to enhance learning and teaching. Most initiatives received positive feedback from both students and teachers, and the targets were mostly achieved.
>
> - Some effective practices promoting achievement of students' learning goals will be implemented as routine practices starting from the next academic year. For example, the school will continue to enhance the learning and teaching of Chinese as a second language and make use of data from different platforms to improve teaching effectiveness.
>
> - To further enhance students' learning, greater emphasis will be placed on nurturing students to be active learners by fostering a supportive learning environment that encourages curiosity, stimulates interest in learning and instills a growth mindset. The following targets will be adopted at the departmental and school levels.
>
>   a) Implementing diverse teaching strategies and offering a wide range of learning experiences,
>   b) Cultivating a diligent and proactive attitude towards learning, and
>   c) Providing comprehensive learning support.
>
> - In addition, as the senior form subject combination will be revised this academic year, the school is committed to reviewing, monitoring and supporting the learning of senior form students during the transition period.
>
> - All academic departments are dedicated to fostering a dynamic and supportive learning environment that empowers students to achieve the seven learning goals and student-centred learning.

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
1. To implement diverse teaching strategies and offer a wide range of learning experience	1.1 Promoting subject-based or cross-curricular enquiry or investigative learning for developing students' generic skills. 1.2 Developing students' self-directed learning strategies to enhance their sense of ownership in learning through projects and presentations.	• APASO – KPM17 Learning (Self-initiative) and Learning Motivation (Intrinsic) – An increase in the percentage of students showing their initiative and motivation in learning.	• Check Stakeholders' survey report • Check APASO report	24-25	• Subject Panel Heads • Heads of Functional Groups	Activities / Courses organized by external organisations Life-wide Learning Grant Diversity Learning Grant

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
	1.3 Encouraging subject panels, academic societies and functional groups to organise a wide range of life-wide learning activities in different key learning areas outside the lesson time. 1.4 Enabling students to develop their autonomy in learning by exposing them to a broader spectrum of learning opportunities and enrichment programmes for gifted students in specific domains.	• Stakeholders' Survey (SHS) for Teachers – More than 80% of teachers agree that they have implemented different strategies to enrich students' learning experience inside and outside classrooms. • Most subject panels have implemented initiatives on subject-based, cross-curricular enquiry, or investigative learning to develop students' generic skills. • Students have actively participated in different life-wide learning activities and shown initiative. • More learning opportunities and enrichment programmes for gifted students in specific domains have been explored and provided to students. • Positive feedback from teachers and students.	• Check panel minutes, panel and functional group reports • Teachers' observation • Teachers' observation of students' assignments			

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Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
2. To cultivate a diligent and proactive attitude towards learning	2.1 Nurturing a learning habit by providing students with more positive reinforcement and offering additional learning tasks. 2.2 Cultivating a positive learning environment and fostering an atmosphere for academic excellence by further enhancing the school facilities. 2.3 Promoting peer learning on academic achievements & experience in morning assemblies, form teacher periods and lessons.	• APASO – KPM17 Learning (Self-planning) – An increase in the percentage of students who have set challenging learning goals and learning plans. • SHS Survey for Students and Parents – An increase in the percentage of students who have completed their learning tasks seriously, including homework. • SHS Survey for Students – An increase in the percentage of students who are able to use different study methods such as pre-lesson preparation, mind maps, or online resources. • Most subject panels help students develop learning habits in their studies by promoting positive reinforcement. • More students are able to complete additional learning tasks.	• Check Stakeholders' survey report • Check APASO report • Check panel minutes and reports • Check morning assembly and form teacher period schedule • Teachers' observation	24-25	• Subject Panel Heads and teachers • Vice Principals • Morning Assembly Committee	

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Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
		• A more positive learning environment and atmosphere is created for students by improving the physical environment in the library and the study room. • School-based, subject-based and/or class-based sharing on academic achievements and experience has been promoted. • Positive feedback from teachers and students.				

3. To provide comprehensive learning support	3.1 Equipping students with note-taking and organizational skills.
	
	3.2 Enhancing students' effectiveness in using IT in learning.
	
	   a. Strengthening the fundamental computer knowledge, e.g. Word, PowerPoint, Excel and Canva.
	
	   b. Organizing workshops on Information literacy for junior form students.
	
	3.3 Promoting 'Reading across the Curriculum' and "Language across the Curriculum" using a whole-school approach.
		• More students are able to complete the note-taking worksheets assigned by teachers.
		
		• Teachers have shown appreciation by putting up good examples on the appreciation corner.
		
		• Workshops on information literacy have been successfully held for F.1 & 2 students.
		
		• The Library Committee has arranged book talks or book sharing on different subject knowledge.
			• Check panel minutes and reports
			
			• Check minutes or evaluation reports of functional groups, committees or teams
			
			• Check morning assembly and form teacher period schedule
				24-25	• Subject Panel Heads & Teachers
					
					• Heads of Functional Groups
					
					• E-Learning Development Team
					
					• Academic Support Team
					
					• Counselling Team
					
					• Library Committee	

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
	3.4 Providing more opportunities to develop students' language abilities and communication skills in different contexts (e.g. morning assembly or sharing through the PA system). 3.5 Strengthening academic support for F.1-2 students by organizing workshops, sharing sessions and activities. a. Briefing on Study Habits b. Workshops on Study Skills c. Examination Skills Sharing Sessions d. Peer Sharing on examination and study skills e. Sharing sessions by alumni f. F.1 Inter-class Academic Quiz Competition	● The library promotes and displays books on different subjects or themes regularly. ● 60% of subject panels have promoted language across the curriculum. ● More opportunities have been provided for students to develop their language and communication skills in different contexts. ● Students have actively participated in workshops, sharing sessions, and activities organized by the Academic Support Team. ● Positive feedback from teachers and students.	● Teachers' observation		● Morning Assembly Committee ● Form Teachers	
4 To ensure a smooth transition to the revised Senior Form Subject Combination	4.1 Creating an inclusive learning environment that promotes collaboration, peer support and individual growth. 4.2 Providing additional support to students taking two elective subjects by arranging tutorial classes, enrichment classes and/or extra language lessons to cater for the diverse needs of the students	● Subject teachers have employed strategies that provide support to students with diverse needs. ● 60% of the subjects have arranged tutorial classes, enrichment classes, or extra language lessons to cater for the diverse needs of the students.	● Check panel minutes and reports ● Teachers' observation ● Students' feedback	24-25	● Subject Panel Heads and teachers ● Vice Principal (Academic) ● F.4 Streaming Team ● Careers Team	

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
	4.3 Alerting the F.3 students to the entry requirements of different university programmes, enabling them to make a more prudent choice when selecting their elective subjects 4.4 Observing and monitoring the effects of the new subject combinations from multiple perspectives.	• Workshops or activities have been conducted to enhance students' understanding of the entry requirements of different universities. • Feedback has been collected from various channels and made available to the school administration.				

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Major Concern 2: To nurture students with positive values and promote their mental wellness

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Feedback and follow-up actions from 2023-24

- The activities and programmes that enhance students' self-motivation for learning and strengthen their sense of belonging to the school will become routine work in the coming year. The school intends to streamline and prioritize efforts towards the other three targets, which are considered of greater significance.
- While the materials concerning priority values and attitudes were well received by form teachers, and students have actively participated in related activities, the school has a continued focus on nurturing students with positive values and attitudes.
- We will also explore plans to further cultivate a school environment that promotes empathy, love, care and respect for others.
- In addition, there is a target to implement the integration of the Values Education Framework into the school curriculum.
- The school remains steadfast in its commitment to promoting mental wellness among students. The objective is to foster a supportive environment that cultivates positive energy and resilience. In the upcoming year, the school will explore additional activities and programs aimed at enhancing students' mental well-being. By prioritizing their mental health, we aim to equip our students with the necessary tools to navigate challenges, build resilience, and flourish in all aspects of their lives.

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
1. To implement a Values Education Framework	1.1 Developing an integrated Values Education Framework as part of the school curriculum. a. Ensuring that subject panels and functional groups identify the positive values incorporated in the schemes of work and annual plans respectively. b. Ensuring subject panels and functional groups complete the Values Education Curriculum or Activities Planning Table.	• Successful integration of the Values Education Framework into the school curriculum • Positive values and attitudes are instilled in students, which is reflected in their improved behaviour and attitudes. • MCNE materials about the priority values and attitudes are reviewed and prepared.	• Reviewing the schemes of work and minutes of subject panels, and the annual reports of functional groups • Students' self-evaluation in questionnaire • Teachers' observation and feedback	24-25	• MCNE Committee • Heads of subject panels and functional groups	

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Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
1. To implement a Values Education Framework	**1.2** Reviewing and preparing new MCNE (moral, civic and national education) materials about the priority values and attitudes for Form teachers to use in Form-teacher periods.	• Stakeholders' Survey (SHS) for Students and Parents – An increase in the percentage of respondents who agree and strongly agree that that the school actively fosters good virtues. • SHS for Teachers – ≥80% agree and strongly agree that the school actively helps students develop correct values. • APASO – KPM17 (Moral Consciousness) ≥70% of students agree and strongly agree that critical self-reflection is important when seeing something immoral happens.	• Stakeholders' Survey (SHS) for Students, Parents and Teachers • APASO Survey	24-25		
2. To foster empathy, love and care, respect for others and other Christian values	**2.1** Educating students about social etiquette and emphasizing the importance of engaging with love and care, along with other Christian values, when interacting with others through a variety of means, including: a. Acknowledging students who demonstrate good behaviour, especially with love and care, such as:	• Students develop a solid grasp of social etiquette and enhance their social interaction behaviour.	• Students' self-evaluation in questionnaire • Teachers' observation and feedback • SHS for Students, Parents and Teachers	24-25	• MCNE Committee • Counselling Team • Merit System Working Group	

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
2. To foster empathy, love and care, respect for others and other Christian values	- Offering them stickers that can be exchanged for merits or appreciation cards. - Expressing praises to students through parent's letters or certificates. - Displaying newspaper clippings or related materials on the newly added class board of the Moral Education Corner. b. Incorporating love and care, along with other Christian values, into the design of items for students. c. Form-teacher periods – Using MCNE materials to help students gain a better understanding of love and care. d. Holding an event called "Good Deeds Days" with moral education activities, including video sharing, reading articles during reading sessions, student sharing through the PA system, lunchtime activities with game booths, a "Love and Care Wall", and students performing acts of kindness for teachers and staff. e. Incorporating love and care, along with other Christian values, into subject assignments such as projects, book reports and journals, as well as student activities.	• Students exhibit love and care, and other Christian values in their interactions with others. • A loving and caring environment is created. • Stakeholders' Survey (SHS) for Students, Teachers and Parents – An increasing trend can be observed in the no. of respondents who agree and strongly agree that (1) the school actively guides students to acquire the skills to get along well with others, (2) the students get along well with their schoolmates, and (3) the teachers care about their students / the school can foster a caring atmosphere.	• APASO Survey	24-25	• Morning Assembly Committee • Form Teachers • Heads of Subject Panels and Functional Groups	

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
	f. Recruiting students as Moral Education Ambassadors to conduct activities that promote love and care and other Christian values.	• APASO – KPM17 (School Atmosphere) – ≥70% of students agree and strongly agree that they do not feel lonely and can easily make friends in school.		24-25		
3. To adopt a whole-school approach to address students' emotional needs, and help students further develop resilience and foster positive energy	3.1 Taking both preventive and remedial measures to address and support students' emotional needs. a. Conducting screenings with external support and implementing follow-up actions. b. Identifying students in need and provide them with appropriate support. 3.2 Organizing a diverse range of activities to promote mental wellness, including: a. A comprehensive program called 'Joyful Scheme' (「好心情計劃」) for junior form students b. A Mental Wellness Day, which may involve distributing small gifts, food coupons and snacks, dedicating songs, experience sharing by teachers and social workers, and performances of singing or dancing by students, teachers or artists. c. The "Cheer You Up" Programme	• Students' emotional needs are identified and appropriately referred to relevant support services for assistance and guidance. • Students continue to build resilience, foster positive energy, and exemplify these qualities in their daily lives. • Positive feedback from School Social Workers • SHS for Teachers – 80% express that the school can help students practise a healthy lifestyle.	• Minutes of Counselling Team, PTA, and Staff Development Committee • Annual Report of MCNE Committee • Students' self-evaluation questionnaires • SHS for Teachers, Students and Parents • APASO survey	24-25	• Vice Principal (Student Support) • Head of Counselling Team • Head of Discipline Team • Staff Development Committee • PTA	School Social Workers SKH Educational Psychologist Counsellors from NGOs HA nurse & Clinical Psychologist under the Student Health Support Scheme Mental Health Grant Services from NGOs

Targets	Implementation Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-Charge	Resources Required
3. To adopt a whole-school approach to address students' emotional needs, and help students further develop resilience and foster positive energy	d. Mental Wellness Workshops on activities such as Zentangle, Frisbee, Mölkky, Reaction Light Challenge and Alcohol Ink Art. e. A list of board games, card games and chess that students can bring to school to play. **3.3** Enhancing teachers' capabilities to promote positive values and well-being. a. Organizing seminars, workshops or talks b. Facilitating teachers' sharing sessions about mental health. **3.4** Parent Education a. Conducting seminars, workshops, talks or screenings of educational movies on how parents can support students at home b. Providing channels for parents to seek help. c. Sharing short video clips with parents on various topics related to supporting students at home via eApp.	• SHS for Students and Parents – An increasing trend can be observed in the percentage of respondents who agree and strongly agree that students can lead a healthy lifestyle and know how to alleviate stress. • SHS for Students – An increasing trend can be observed in the percentage of respondents who agree and strongly agree that they receive support and encouragement from their teachers. • APASO – (Emotions) 70% of students express that they sometimes or always experience positive emotions, and (Sense of satisfaction) they are satisfied or very satisfied with their school life.		24-25		

Annual School Plan (2024-25)

Major Concern 3: To nurture students as responsible citizens

Feedback and follow-up from 2023-24
• The focus of the school is to instill a sense of national identity while expanding its scope to include global citizenship. In addition to organizing education tours, inter-class activities and life-wide learning experiences, a comprehensive review of the current school curriculum is planned. The aim is to incorporate national education and global citizenship into the curriculum in the upcoming year.   • The Careers Committee and Service Learning Team will actively approach more companies and NGOs to provide career and volunteer opportunities for senior form students. Our efforts aim to raise awareness of societal needs, develop students' consciousness, and nurture values of caring and empathy through service learning initiatives.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. **To promote the understanding of societal needs and enhance civic engagement**	**1.1 Raising students' awareness about the needs of the Wan Chai neighbourhood and society** a. Integrating the elements of social awareness in the curriculum design to help students understand the needs of the community	• From the observation of teachers, students are more aware of societal needs • Service Learning Self-reflection Questionnaire – 75% of the students under the Service Learning Programme agree and strongly agree that they are more aware of the needs of society	• Check records of students' service hours in Service Learning Programs • Check reports of CYC, VOT, Civic Education Team & Prefects Team • Observation and feedback from teachers • Check scheme of work • Check results of Service Learning Self-reflection Questionnaire	24-25	• Service Learning Team • CYC • VOT • Civic Education Team • Prefects Team • Heads of functional groups • Heads of subject panels	Life-wide Learning Grant SASG

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	1.2 Encouraging students to take action in response to the needs of society through service learning initiatives a. Providing training for student volunteers b. Exploring more external resources to support school to organize social service activities c. Continuing to execute the existing Service Learning Programme for F.4 students	• 90% of F.4 students completed the Service Learning Programme	• Check minutes			
2. To cultivate students' sense of national identity and appreciation of Chinese culture	**2.1 Reviewing and refining the curriculum** a. Reviewing the curriculum of Chinese History, C&SD and CES to strengthen the education of the Constitution, the Basic Law and national security education b. Reviewing and refining the curricula of different subjects to cover the elements of 'understanding our nation'	• The elements that cultivate students' sense of national identity and appreciation of Chinese culture are integrated into the curriculum of different subjects.	• Check scheme of work • Check minutes of subject panels	24-25	• Heads of subject panels	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2. **To cultivate students' sense of national identity and appreciation of Chinese culture**	**2.2 Encouraging students to proactively engage in activities that nurture their sense of national identity** a. Inviting students (e.g. members of the Flag Squad, Basic Law Ambassadors, Chinese Society, Putonghua Society and Lion Dance Club, etc.) to share their appreciation and knowledge of Chinese culture and our nation through PA system and during morning assemblies b. Organizing education tours i. Sister School Scheme ii. Education tours to the mainland iii. C & SD mainland tour c. Encouraging functional groups and subject panels to organize student-oriented activities related to promoting Chinese culture and national identity d. Incorporating the themes related to Chinese culture and China's achievements in the Inter-class Board Display Competition for Forms 4 and 5 e. Incorporating questions related to Chinse culture and national education in the Inter-house Quiz Competition	• Students demonstrate knowledge of Chinese culture and our nation • Students actively participate in activities related to Chinese culture and national identity in school • KPM17: 80% of students agree and strongly agree with the statements regarding Sense of National Identity • From the observation of teachers, students can better appreciate Chinese culture through both physical settings and intangible experiences.	• Teachers' observation • Students' feedback • Check minutes • Check scheme of work	24-25	• Flag squad • Basic Law Ambassadors • Chinese Society • Putonghua Society • Lion Dance Club • ECA Committee • Heads of functional groups • Heads of subject panels • Head of Sister School Scheme • House Coordinator	One-off Grant for Promotion of Chinese Culture Immersion Activities Sister School Scheme Grant

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	f. Organizing activities for National Security Education Day (e.g. book exhibition, model making activities, etc.)					
	2.3 Fostering a campus environment that strengthens students' appreciation of Chinese culture and sense of belonging to the nation a. Establishing a "Chinese Culture Corner" with a display stand to strengthen students' appreciation of Chinese culture b. Displaying a thematic board to strengthen students' knowledge of our nation c. Playing and singing the national anthem, raising the national flag on specific days and occasions regularly d. Adding books related to Chinese culture in the school library		• Teachers' observation • Check minutes	24-25	• Campus Development Team • Flag squad • Civic Education Team • Music Department • Library Committee • Art Department • Putonghua Department • Chinese Society	One-off Grant for Promotion of Chinese Culture Immersion Activities
3. To cultivate students' global perspectives	**3.1 Enhancing students' awareness of global issues** a. Familiarizing students with the UN17 sustainable development goals	• From the observation of teachers, students are more aware of the global issues	• Teachers' observation • Students' feedback • Check minutes	24-25	• Education for the Sustainable Development Committee	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
3. To cultivate students' global perspectives	**3.2 Encouraging students to take action in response to global issues** a. Organizing activities by Service Learning Team **3.3 Promoting cultural exchange** a. Organizing overseas tours	• Students actively participate in activities concerned			• Service Learning Team	

Annual School Plan (2024-25)