

Evaluation of Annual school plan (2021 - 2022)

Major concern 1: Enhancing Learning and Teaching

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>1. Enhancing the learning and teaching effectiveness</p> <p>1.1 To enhance students' motivation to learn and strive for excellence</p>	<p>1.1</p> <p>a. Promote a positive learning atmosphere and academic excellence in school by providing different platforms for students to explore and develop their academic potential</p> <p>b. Encourage subject panels to collaborate with other panels / functional groups to incorporate life-wide learning activities to widen students' horizons and foster an entrepreneurial spirit</p> <p>c. Set challenging but achievable tasks to</p>	<ul style="list-style-type: none"> About 80% of subject panels have provided different platforms for students' improvement. Different panels and/or between subject panels and functional groups have collaborated to carry out life-wide learning activities. Internal / external life-wide learning activities have been organized to foster an entrepreneurial spirit. The challenging tasks and activities set by teachers have given students a sense of achievement. 	<ul style="list-style-type: none"> Check stakeholders' report Check panel minutes, panel / functional group reports and schemes of work Check students' work and assignments Teachers' observation School ECA, prizes and participation record LWL Grant proposal 	<ul style="list-style-type: none"> Nearly all subject panels had provided different platforms to enhance learning and teaching effectiveness. Some planned activities were cancelled because of class suspension caused by the coronavirus pandemic. - Chinese: Students were arranged to take part in the Speech Festival and external competitions such as writing competitions, calligraphy competitions and reading report competitions. - English: different activities joined include the Speech Festival (9 students); 2 external writing competitions (organizers are CityU and the Lions International Youth Exchange); UNESCO SDGs Debating Competition; 36 F.6 students took part in the online Mock Examinations (Papers 1 & 3) organized by the Hok Yau Club on 4th December 2021. The English Carnival was cancelled due to the epidemic. - Non-Chinese speaking (NCS) students participated in the 2021 Chinese Calligraphy Competition to understand more about the structure of the Chinese characters. They also took part in the study tour of the Shing Mun War Relics Trail organized by the History Department

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	<p>instill in students a sense of achievement</p> <p>d. Give constructive comments to students taking them to the next higher level</p> <p>e. Continue to provide gifted education by encouraging more students to join the pull-out programmes to help them strive for excellence</p> <p>f. Enhance the learning and teaching of Chinese as a second language</p>	<ul style="list-style-type: none"> ● Over 50% of students agree that they have motivation to learn. ● Over 50% of teachers agree that students have motivation to learn. ● Gifted education has been offered to the talented students by arranging them to join various activities, competitions and pull-out programmes. ● School-based curriculum has been tailor-made for non-Chinese speaking (NCS) students with special lesson arrangement. ● NCS students have made gradual progress in learning Chinese. 		<p>and Chinese History Department to deepen and cultivate their interest in Hong Kong history. Students enjoyed participating in the activity.</p> <p>- Lunar New Year Food Workshop was organized with the Home Economics Club to deepen and cultivate non-Chinese speaking students' understanding and interest in the Chinese culture. They experienced the Chinese New Year traditions while making festive food.</p> <p>- Putonghua: An Inter-class Singing Contest and tongue twisters were held online.</p> <p>- Mathematics: 13 F.1-F.3 students joined Hua Xia Bei Mathematics Competition in Jan 2022. 61 F.1-F.5 students participated in AIMO organized by the Hong Kong Mathematical Olympiad Association in Feb 2022. 4 F.5 students were nominated to join the 39th Hong Kong Mathematics Olympiad organized by the EDB. 2 F.5 students were invited to join the International Mathematical Olympiad Preliminary Selection Contest - Hong Kong 2022 organized by The Hong Kong Academy for Gifted Education and 4 F.4 students participated in the Mathematics Book Report Competitions for Secondary Schools (2021/22) organized by the EDB. The 24th Hong Kong Mathematical High Achievers Selection Contest and 2022 Nanfang International Mathematics Competition were cancelled due to class suspension caused by the coronavirus pandemic. F.6 students participated in Canotta Math mock exam in Dec 2021, online math</p>

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				<p>mock exam organized by the Educational Publishing House in Feb 2022 and math mock exam organized by Youth New World in Mar 2022. F.6 Math Module 1 and 2 students joined Canotta M1/M2 mock exam in Dec 2021. F.3-F.6 students were encouraged to join the online public lecture “Mathematics in Games”, organized by the University of Hong Kong on 17 Feb 2022. Senior form students were encouraged to attend a series of online lectures, organized by the Chinese University of Hong Kong in Mar and Apr 2022.</p> <p>- Liberal Studies: The school joined the Fair Trade programme, in which a group of F.6 students won second prize 「最公平貿易產品 (推廣產品: 複合產品)」.</p> <p>Some F.5 students became the Fair Trade Ambassadors.</p> <p>Some F.5 students participated in the Fair Trade Forum 2021 and attended various lectures, such as “Justice in Marine Life and Drinking Water Conservation”, “Urban trees fostering health and socioeconomic well-being”.</p> <p>- Life and Society: All F.1 -F.2 students participated in the competition 「一國兩制」與《基本法》標語創作比賽 2021 organized by the Hong Kong Youth Nurture Association.</p> <p>- Citizenship and Social Development: a virtual tour and video sharing of the LegCo were conducted during F.4 CS lessons.</p>

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				<ul style="list-style-type: none"> - Geography: Students were nominated to attend a School Ambassador Programme organized by the Geotechnical Engineering Office. F.2D students joined a virtual talk on water sustainability organized by the University of Hong Kong. F.5 Geography students took part in an online field study course offered by the Field Study Centre. F.4 and 5 geography students joined the ‘Encounter with rivers - Yuen Long Bypass Floodway Eco Tour’ organized by the Green Power and the programme entitled ‘Urban Planner @ Deep Bay’ organized by WWF. An online talk on Hong Kong’s Landform was arranged for students by the Agriculture, Fisheries and Conservation Department. Five F.4 students joined the Open GIS Competition organized by the Development Bureau, HKSAR, and the ‘Clean Air Challenge’ organized by HKUST. - Environmental Education: 16 F.4-5 students joined the ‘Water Wise Student Ambassador Scheme’ organized by the University of Hong Kong. - History: A few F.3 students and F.5 students were nominated to participate in an online inter-school competition, “尋·謎·歷史築蹟比賽” jointly organized by the EDB and the Conservancy Association Centre for Heritage. This enriched students’ understanding of the local history. More than 30 F.3-5 students joined a real-time cultural tour, “Lamma Mia”, organized by the Art Promotion Office of Leisure and Cultural Services Department, Art Together and Hong

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				<p>Kong Community Heritage Fund.</p> <ul style="list-style-type: none"> - Chinese History: A few F.1 and F.2 students participated in an inter-school competition 「中國歷史人物扮演」 電台廣播劇比賽 . Senior form students joined the joint-school mock exam. - CML: Three senior form students joined the Hong Kong Cyber Security New Generation Capture the Flag Challenge 2021 and ranked 16th in the secondary schools section. Twelve F.1-F.3 students joined the CodeCombat competition and seven students attained Merit and were awarded certificates of participation. During the special holidays, over 30 F.1-F.5 students joined Python, VR, aviation and cyber security courses. - Physics: F.5 students joined the Physics Olympiad in Sept. 2021. - Biology: F.6 students joined the Biology Olympiad in Nov. 2021. - A group of F.3 students joined the IJSO (Hong Kong Screening) in September 2021, and 2 students got third class honour. - The Integrated Science department organized a project which involved a visit to the Science Museum and the Museum of Medical sciences for F.2 students in Nov 2021.

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				<ul style="list-style-type: none"> - Economics: F.4-5 students joined the 3-year 'Life Buddies' Mentoring Scheme. We have become the partnership school with Deloitte Foundation and students got the chance to understand the business structure of a firm. Some F.4 students joined the Stem+E Competition 2022, in which they could cooperate with students from different schools to learn and apply knowledge in Economics, Business and STEM. Due to the pandemic, the selling stage of TSK Entrepreneur was cancelled. F.5 Economics students produced business proposals for their business by applying Economics concepts. - BAFS: Different activities or competitions were introduced to students throughout the year, for example, the HKICPA Accounting and Business Management Case Competition 2021-22, Deloitte "Pass the Torch" Student Mentoring Program, the HKCC Business Excellence Contest 2021/22, etc. - Music: 26 F.1 to F.5 students participated in 74th Schools Music Festival and Joint Schools Music Competition 2022. A music concert was organized by the Music Society in July 2022. A F.3 student was nominated as the art ambassador in the 14th Arts ambassadors In-School Scheme organized by Hong Kong Arts Development Council. - Visual Arts: Different kinds of assignments (e.g. actual drawing assignments, online quizzes, a

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				<p>self-study project and mini games) were given to students to enhance their motivation to learn and explore new things.</p> <ul style="list-style-type: none"> • Subject panels collaborated with other panels/functional groups to incorporate life-wide learning activities to widen students' horizons. - The English Department collaborated with the BAFS, Economics and Careers Departments to nominate students to join a 7-week online entrepreneurship programme offered by EtonX. Four F.4D students joined the course which was held on 7 consecutive Saturdays, starting on 19/3 and ending on 7/5, with 16/4 as the Easter break. - The English Department collaborated with the I.S. and History Departments in the F.1 & F.2 cross-curricular projects respectively (only the written parts were completed; oral presentations were cancelled due to the epidemic). - The Chinese and CML departments jointly organized the cross-curricular project learning activities using VR for F.1 students. - The Chinese Society, Putonghua Society, and Campus TV jointly organized an online "Chinese Culture Festival" to broaden students' horizons. - The Mathematics and CML departments organized a cross-curricular project learning activity related to STEM for the F.1 elite class. An Inter-house Math board game competition

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				<p>jointly organized by the Math Society and the House Committee was held in June. A training session of Math board game was held for the House committee members in Nov 2021.</p> <ul style="list-style-type: none"> - The History Department and the Dance Club jointly organized the “Experiencing Egyptian Culture Workshop”, which was conducted by two well-known dancers from the National Folkloric Dance Troupe of Egypt and the Founder of Dance Nefertiti. Some outstanding participants were invited to attend the “Dance of Joy” of the Hong Kong International Egyptian Dance Festival at the City Hall. The History and Chinese History Departments organized a field trip to Shing Mun War Relics Trail. - The RS and Visual Arts departments jointly organized a project related to Christian values for F.3 students. - The Visual Arts and MCNE departments organized a folder design competition on the theme “Perseverance” for junior form students. The best 3 works were used as designs on folders and the folders were given to all teachers and students as gifts. - All F.2 students learnt micro:bit to build Smart Plant Growing systems jointly organised by the I.S and CML departments. - LS department and Civic Education Team jointly organized a life-wide learning activity – War

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				<p>Zone 90 for F.4-5 students.</p> <ul style="list-style-type: none"> - Science departments and the House Committee jointly organized the inter-house rocket car competition. The first stage of the competition which involved designing rocket cars was completed. The winning design was awarded “The best creativity award” and was selected by a group of students and teachers. The second stage which involved speed competition was held in May. - Inter-house quiz was held to train students-in-charge to be quiz masters and to challenge participants to read widely. • Challenging but achievable tasks were provided by different panels. Some planned tasks were cancelled due to class suspension caused by the coronavirus pandemic. - Challenging tests and enrichment materials were designed to enhance students’ motivation in most subjects. - Mathematics: Junior form students were given chances to attempt HKDSE questions whereas students studying M2 worked on past HKALE Pure Mathematics papers to train their problem-solving skills and higher-order mathematics skills. Bonus mark questions focusing on enrichment topics were included in the final examination. More challenging questions and open-ended questions were given to students in

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				<p>elite classes.</p> <ul style="list-style-type: none"> - English: Graded tasks were given to students of all forms. Teachers of higher-ability DSE groups were encouraged to make good use of past AS-UE papers to stretch students' potential. - Chinese, Science, Life and Society, Liberal Studies and Geography: More challenging question types were given to junior and senior form students in the elite classes. - Integrated Science: An investigative project for F.1 students and a project which requires F.2 students to design and make an electrically powered device were cancelled. - History: Challenging questions with bonus marks were provided in F.3 exams. - Biology: Challenging questions with bonus marks were provided in F.3 Final Exam. - Chinese History: Junior form students were given chances to attempt DSE questions. • All teachers gave recognition, constructive comments and praise to students where appropriate. <ul style="list-style-type: none"> - Chinese and English: Encouragement and constructive feedback were given in writing assignments. Comments were given by both teachers and peers in Chinese compositions. Collective feedback and good samples were given in English classes.

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				<ul style="list-style-type: none"> - Chinese: Teachers provided appropriate and constructive feedback on reading, writing and speaking papers to students and affirm their learning achievements. - Mathematics: Teachers had given praises and constructive comments on assignments and tests. Students' good work was shown in lessons to give recognition. - LS: Individual comment sheets were given to F.5 and F.6 students to let them understand their strengths and weaknesses after the examination. - LS, L&S and CS: Good work of students were scanned and shared during lessons to promote mutual learning and encourage peer recognition. - Students were given encouraging remarks or stickers on assignments or answer sheets. Good work was demonstrated to students in lessons to give recognition and illustrate useful skills with concrete examples. • Students were invited to join activities / courses / competitions related to gifted education to strive for excellence. - Mathematics: Two F.5 students were nominated to join the International Mathematical Olympiad Preliminary Selection Contest - Hong Kong 2022 organized by the Hong Kong Academy for Gifted Education. Four F.5 students were nominated to join the 39th Hong Kong Mathematics Olympiad organized by the EDB. F.6 math enrichment

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				<p>program was held for the F.6 elite class from Sept to Nov 2021. Senior form elite class students were invited to join the online public lecture “Mathematics in Games”, organized by the University of Hong Kong on 17 Feb 2022 and a series of online lectures, organized by the Chinese University of Hong Kong in Mar and Apr 2022.</p> <ul style="list-style-type: none"> - F.5 students were nominated to join the Physics Olympiad organized by the Hong Kong Academy for Gifted Education. - Funded by the LWL grant, five F.5 students attended the Hong Kong Geography Olympiad organized by the Hong Kong Geographical Association. - Ten more able students in F.1 to 5 were nominated to take web-based learning courses which covered domains in Earth Science and Mathematics organized by the EDB and the Hong Kong Academy for Gifted Education. Eleven F.1-5 students talented in English, Science or Mathematics passed the online screening programmes and were accepted to the courses offered by the Academy. - One F.4 Geography student was nominated and selected to join one of the ‘Gifted Education Fund: Off-school Advanced Learning Programmes’ - ‘Urban Ecology x GIS: Talent Education Programmes for Gifted Students’ funded by the EDB.

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				<ul style="list-style-type: none"> - Liberal Studies: F.5 LS students participated in the “Green Burial” Promotional Video Competition organized by the Food and Environmental Hygiene Department. - Chinese: Teachers made good use of the Diversified Learning Grant to organize the "Advanced Chinese Writing Class". Students agreed that the class could further enhance their writing skills, higher order thinking and analytical skills. - Funded by the LWL grant, F5 students participates in a "literary writing workshop" 「文學寫作坊」 and "literary walk" activity 「文學散步」, teachers found that the students used the skills learned in the activity in their homework. The activities have broadened students’ horizons and improved their writing skills. They also showed greater interest in writing. An activity to appreciate a Musical - Splendid Love in late January was cancelled due to the epidemic. ● Non-Chinese speaking (NCS) students were required to study mainstream Chinese language courses, learn in small groups and join pull-out programs. Teachers could enhance their mastery of the Chinese language so that the students could learn more effectively. Teachers also used the exercises provided by Rainbow One for online reading. Teachers found that the students could master the Chinese language better.

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				<ul style="list-style-type: none"> - Through taking the school-based curriculum, one F.4 student was prepared to sit for the International General Certificate of Secondary Education (IGCSE) examination, while One F.5 student sat for the General Certificate of Education (GCE) Advanced Supplementary Level Examination. He was also preparing for the HKDSE examination in the next school year, and teachers continued to provide supplementary lessons and other methods to help him achieve good results. F.6 NCS students were taught from the perspective of career planning to give them a more solid foundation in the Chinese language and help them prepare better for further studies and employment in the future. - Many Chinese teachers participated in professional development courses or seminars to help them teach Chinese as a second language. • No statistics from the student stakeholders’s survey report were available due to class suspension. • Nearly 60% of teachers found that students showed motivation for learning. • Way forward: <ul style="list-style-type: none"> - Support NCS students continuously and prepare them to sit for IGCSE or GCE AS level examination, as well as HKDSE Chinese Language examination - Continue to assist NCS students in their future career plans.

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				<ul style="list-style-type: none"> - Continue to motivate students to learn through exploring different methods - Sustain students' interest in learning through joining more internal and external activities or programmes
<p>1.2 To cater for the needs of students with weaker academic ability and lower motivation</p>	<p>1.2</p> <ol style="list-style-type: none"> a. Continue the good practice of incorporating learning activities to cope with the needs, abilities, learning styles and interests of students b. Provide opportunities for success to increase students' sense of achievement in learning c. Relate classroom materials to things that students are interested in or have experienced d. Provide after-school small-group tutorials for students with weaker academic ability e. Empower students to develop study skills like pre-lesson preparation, and using graphic organizers, study aids 	<ul style="list-style-type: none"> ● 90% of subject panels have incorporated appropriate learning activities ● More students have a sense of achievement in learning compared with the territory-wide data. ● After-school small-group tutorials for students with weaker academic ability have been provided. ● Students with weaker ability have shown more confidence in learning after attending tutorials ● About 60% of students agree that teachers have developed their study skills ● Over 90% of teachers agree that they often teach students study 	<ul style="list-style-type: none"> ● Check panel minutes, panel / functional group reports and schemes of work ● Check stakeholders' reports ● Check APASO reports ● Teachers' observation 	<ul style="list-style-type: none"> ● All subject panels had incorporated appropriate learning activities to cater for learner diversity. -Most subjects: Graded tests, dictation, tailor-made worksheets and various online platforms (Kahoot, Jamboard, Edpuzzle, Schoology, Nearpod, Geogebra, Desmos, Quizizz, iQuiz and Teams) were used to motivate less able students. More clues and guidelines were also given to them. -Multimedia resources were used. For example, animations were used to teach poems and ancient proses in Chinese lessons. - LS, Chinese and English: Pair work, small group discussions and role-plays were organized to motivate less able students. - L&S and Citizenship and Social Development: To help NCS students tackle their language barrier by giving them the English terms and instructions in quizzes and examinations. - Chinese Literature: Modelling was adopted when teaching writing. - Chinese: Teachers used various learning activities, such as discussions, debates, competitions, games,

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	<p>and online resources</p> <p>f. Provide support to students with weaker ability via various communication channels outside class time</p>	<p>skills</p> <ul style="list-style-type: none"> ● 90% of teachers provide support to weaker ability students via various communication channels 		<p>role-playing, drama to enhance students' engagement and let them learn and gain a sense of achievement.</p> <ul style="list-style-type: none"> - Chinese: Individual tutoring and small group supplementary lessons were arranged as additional support for students with weaker learning ability. - Mathematics: 3D models and math software were used to let students visualize, investigate and understand the abstract concepts. Videos, ETV and websites such as TEDEd, Khad Academy were used to let students have a better understanding of the topics and arouse their interest in Math. Worksheets with guided steps were given to students. Students were taught study skills e.g., draw tables or diagrams when solving word problems. Pair work was arranged in class to promote peer learning. Tutorial sessions for less able senior form students were arranged after school and during the study leave. - Science: More guidelines were given to students, for example, writing essays in Biology. - Biology: Preview of learning tasks and study skills sharing were conducted in tutorial sessions. - Economics: Tutorials, both face-to-face and online, were organized for less able students (F.6) from October 2021 to April 2022. Teachers encouraged students to explain the answers to the MC questions to their peers to boost their confidence in tackling HKDSE questions.

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				<p>Tutorials were provided for less able students in F.4 & 5 in the month before the examination, to provide a chance for students to learn the answering skills and consolidate the knowledge learnt.</p> <p>- History: Study skills, such as note-taking and answering techniques, were emphasized in lessons. F.5 students were invited to take part in the “香港歷史達人挑戰” organized by WeToastHK to arouse their interest in local history. Senior form students were encouraged to watch documentaries such as historical developments of Ukraine to enrich their knowledge of history. Both face-to-face and online small-group tutorials were organized for students with weaker ability in senior forms in order to help them consolidate their knowledge, clarify key concepts and develop examination skills.</p> <p>- RS: Pair work, small group discussions and mini group projects were organized to cater for the needs of students with weaker ability. Multimedia resources (e.g., videos and online quizzes) were given to students as pre-lesson preparation.</p> <p>- Visual Arts: Resources related to daily life (e.g., newspaper cutting, still-life models, recent artistes’ works) and multimedia resources (e.g., videos, online games and online MC quizzes) were given to students.</p>

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				<ul style="list-style-type: none"> - Senior secondary elective subjects: students' knowledge was reinforced in the tutorials and during lessons. • Statistics from APASO and student stakeholders' survey reports were not available due to class suspension. • Based on teachers' observation, students in general enjoyed the activities which helped improve their learning. • Teachers always related classroom materials to things that students are interested in or have experienced. - The content in the speaking part of the junior form Chinese was related to students' daily lives. - Geography, English, LS and Science: Current issues were used to illustrate some concepts. Analogies were used to teach more abstract or difficult concepts in science subjects. - In most subjects, such as Mathematics, Science, History, English, Chinese and Geography, teachers used students' daily life examples to illustrate the concepts. • After-school small-group tutorials for junior form students with weaker academic ability were provided. - Liberal Studies and L&S: supplementary online tutorials were provided for less capable students.

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				<ul style="list-style-type: none"> - Citizenship and social development: one to one online tutorials were provided for the NCS students. - Mathematics: tutorial classes were arranged to help senior form less able students after school and during the study leave. After-school tutorials were provided for some less able students from F.1 to 3 by more able students in F.4 and 5 before the final exam. Students were encouraged to join “CU in the Cloud” taught by the student-teachers of CUHK to consolidate F.1-F.6 math concepts - Centralised after-school tutorials were organized by the counselling team. • No statistics from the student stakeholders’ survey report regarding study skills were available due to class suspension. • Nearly all teachers agreed that they often teach students study skills. - Students were guided to do pre-lesson preparation such as uploading resources before online lessons, making use of different study aids and online resources in various subjects. - Counselling team: materials related to study skills like drawing mind maps and setting timetables were given to all F.1 and F.2 students. - Chinese: students were taught how to find the main points from reading passages.

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				<ul style="list-style-type: none"> - English: school-based reading skills worksheets were devised and taught in F.1-3; there were also collaborative enrichment and remedial resources for F.5 & 6 students. - CML: Instead of written assessments, online coding platforms were introduced such as TEAMS, Una and Youcodia. They provided classroom management functions to check the learning progress of the students during both face-to-face and online lessons. Instant support could be provided to the weaker students. In addition, online tutorials and videos relating to coding tasks were provided to give further support for the weaker students. - Mathematics: Students were taught the skills on how to strategically complete M.C questions. Students were asked to jot down notes during lessons. Study skills such as drawing tables or diagrams when solving word problems were taught. Students were asked to analyze their own mistakes, reflect on the problems, and set goals for the coming term after the first term exam and the final exam. - Economics, LS, L&S and Geography: note-taking skills and answering techniques were introduced. • During online lessons, teachers found it more challenging to monitor students' application of study skills taught.

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				<ul style="list-style-type: none"> • Most teachers provided support to students via various communication channels such as eApp, WhatsApp, TEAMS especially during suspension of face-to-face lessons. • Way forward: <ul style="list-style-type: none"> - Continue to develop more learning materials relevant to students' interests and experiences to arouse their interest in learning. - Make use of different communication channels to support less motivated students. - Make better use of online learning resources.
<p>1.3 To further promote IT in education through e-Learning and interactive learning</p>	<p>1.3</p> <ul style="list-style-type: none"> • Further reinforce peer, and teacher-student interaction on e-platforms, e.g. TEAMS especially in case of class suspension • Utilize Learning Management Systems to further facilitate interactive learning • Organize workshops for creating e-Learning resources and encourage teachers to attend workshops 	<ul style="list-style-type: none"> • 90% of all departments have incorporated mobile learning / e-Learning where appropriate • About 60% of students agree that there is peer, and teacher-student interaction • Positive feedback from students and teachers • More than 90% of teachers attended e-Learning workshops / sharing sessions 	<ul style="list-style-type: none"> • Check stakeholders report • Check panel minutes • Check TCPD record • Teachers' observation 	<ul style="list-style-type: none"> • Online lessons were conducted during the suspension of face-to-face lessons. • All students were assigned a TEAMS account for learning and assessments. • Science: The tools of TEAMS were used as a platform to conduct instant and interactive short quizzes to check students' engagement. • During the class suspension, other means / platforms, such as Zoom, iSolution, iQuiz, OneNote, HKEdCity, Google classroom, eAssessment on eClass, uploading learning materials onto eClass, YouTube, Google drive, and OneDrive were adopted in different departments. • All departments had incorporated mobile learning / e-Learning where appropriate.

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				<ul style="list-style-type: none"> - English, Chinese, LS, History, Chinese History and Geography: Different platforms on iPads were used for learning, e.g. Nearpod, Kahoot, Padlet, Jamboard, OneNote and Loilonote. - Mathematics: Teachers used GeoGebra, Desmos and Sketchometry to let students visualize, investigate and understand the abstract concepts. OneNote, Microsoft Form, iQuiz, Quizizz and HKEdCity online question bank were used to increase students' engagement during lessons and assess their learning progress. - English: Different e-platforms were used: Microsoft Forms were effectively used to engage and assess students during online lessons. Ted Talk videos and worksheets on Edpuzzle were used. Students were also encouraged to read e-books in the e-library on eClass. - Liberal Studies and L&S: Various learning apps were used to enhance the learning effectiveness, e.g. Mentimeter, Jamboard, Edpuzzle, Mural, Wordwall. - Science and Economics: Kahoot and Quizizz were used in teaching. Google forms were used to draw the experimental data and graphs. - Economics: Online platforms such as Teams, Zoom, Microsoft forms and Google forms were used to facilitate students' learning. Online resources such as multiple-choice questions were used for consolidation. The results could be used as instruction and explanation of the related

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				<p>concepts.</p> <ul style="list-style-type: none"> - CML: Online platforms were introduced including Una and Youcodia. The learning progress of the students was monitored instantly. Feedback could be provided to the students immediately. - History: The History department participated in the spatial history project “Hong Kong 1941” pilot scheme initiated by the History Department of the Hong Kong Baptist University. It uses geographic information systems (GIS) to build a web map about the Battle of Hong Kong and a database of British military installations in Hong Kong during the Second World War. Students were asked to draw mind maps on the tablets for writing essays and use ‘Poll Everywhere’ and ‘Google Jamboard’ to brainstorm ideas. VR images were also used to look at the historic sites, and 3D images of artefacts were shown in lessons. Different tools such as Kahoot, Quizizz, Google forms and Microsoft forms were used to increase students’ engagement in face-to-face and online lessons. -RS: Different platforms were used for teaching and learning, e.g. Microsoft Forms, Quizlet, Padlet , Kahoot and Jamboard. - Geography: An AR app and VR photos were used to help F.3 to 5 students to learn landform features. Enquiry-based learning and project learning were conducted in F.1 classes with the help of self-designed VR tours.

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				<p>-Visual Arts: Online games and quizzes were designed for students.</p> <ul style="list-style-type: none"> • Blended teaching was used and teachers found this useful to cater for the needs of students who were absent due to COVID-19. Online supplementary lessons were also offered. • Whether live lessons are effective depends on students' self-discipline. Students were requested to turn on their cameras during online lessons for more effective monitoring. Teachers might also need to do follow-up work such as making phone calls to parents. Also, students with learning difficulties were required to attend online lessons at school under supervision. • All departments agreed that they had enriched their subject-based mobile learning and e-Learning resource banks. • Almost all teachers attended e-Learning workshops and benefited from the sharing of other teachers. <ul style="list-style-type: none"> - Sharing on e-Learning was conducted during the first staff development day, panel meetings or via various communication channels in different subjects such as English and Mathematics and science subjects. - Some teachers also joined other e-Learning courses organized by the EDB. • No statistics from student stakeholders' survey reports were available due to class suspension.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<ul style="list-style-type: none"> • There was positive feedback from both teachers and students. For example, the use of e-Learning tools allowed teachers to obtain students' spontaneous responses more easily to monitor learning effectiveness. • Way forward: <ul style="list-style-type: none"> - Teachers will continue to explore new platforms to enhance interaction with students through e-Learning. - Organize more workshops on e-Learning for teachers and upgrade hardware.
<p>1.4 To further enhance students' self-directed learning strategies</p>	<p>1.4</p> <p>a. Encourage self-directed learning through various learning activities such as presentation, projects and group work</p> <p>b. Make better use of e-Learning and Learning Management Systems to facilitate self-directed learning</p> <p>c. Provide more e-Learning resources to enhance self-directed learning</p> <p>d. Invite high-achieving</p>	<ul style="list-style-type: none"> • Positive feedback from students and teachers • 80% of teachers agree that they encourage self-directed learning through various learning activities such as presentation, projects and group work • About 50% of students agree they can apply self-directed learning strategies • 80% of teachers have provided more e-Learning resources to enhance self-directed learning 	<ul style="list-style-type: none"> • Check stakeholders report • Teachers' observation • Check students' work and assignments 	<ul style="list-style-type: none"> • E-Learning was incorporated in designing learning activities. • Over 80% of teachers agreed they encouraged self-directed learning through various learning activities such as presentations, projects and group work. <ul style="list-style-type: none"> - Links, notes and PowerPoint slides were given to students before live lessons as pre-lesson preparation in various subjects. - Chinese and English: Articles were shared before live lessons, and quizzes (in Microsoft Forms) were used to test students' understanding during live lessons. Feedback sessions after the quizzes were conducted as reinforcement. - Chinese: Students were required to read articles and passages before lessons, use Kahoot for preview and consolidation exercises were used to test students' understanding.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
	<p>past students from different streams to share their study habits with senior form students</p>	<ul style="list-style-type: none"> ● High-achieving past students from different streams have been invited. 		<ul style="list-style-type: none"> - English: Students were asked to read Britannica on eClass and complete the follow-up tasks in a F.2 English & History cross-curricular project. - Mathematics: F.1 students were encouraged to complete “Key to Achieve” worksheets, and the assessments in the online platform “Longman Plus” according to their own pace. F.3 students were asked to watch videos and use software to explore the properties of centres in a triangle. F.4-F.6 students were asked to answer the questions generated on their own or assigned by teachers on the HKEdCity online MC Question Bank Platform at their own pace. Students were encouraged to use online GeoGebra platform to consolidate and enrich their mathematics knowledge. Extra exercises and past paper questions were uploaded onto TEAMS for students’ self-directed learning. Senior form students were encouraged to attend a series of online lectures, organized by the Chinese University of Hong Kong in Mar and Apr 2022. - L&S and Liberal Studies: Case studies to find causes, effects and solutions to issues were conducted. Online resources like iknow were provided for students’ self-learning. - History: Junior form students were asked to do projects. - Geography: F.2-4 students were asked to read different kinds of materials for writing up the case study reports or projects on their own.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<ul style="list-style-type: none"> - IS: Students were asked to complete worksheets on topics like biodiversity after reading the resources on their own. I.S. department joined the EDB’s pilot scheme of junior science interactive e-quizzes and watch online science seminar videos provided by HKUST and HKMU. - Economics: Students were asked to make use of their own notebooks to construct their own learning materials and resources. - BAFS: Students were assigned to do a self-directed project based on the online resources by Hong Kong Productivity Council Academy. - CML: Online resources including some free online workshops were sent to the students. Students were also encouraged to join competitions to further enrich their knowledge. • No statistics from student stakeholders’ survey reports were available due to class suspension. • High-achieving past students of different streams were invited to share their study habits with senior secondary students. The feedback was satisfactory. - English: Alumni were invited to share their experience on how to prepare for DSE on 15th October 2021. - Chinese: The sharing session conducted by the alumni who got good results in the DSE Chinese

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<p>exam was held in the first term for F.6 students. They benefited a lot from how to adjust their mentality to face challenges.</p> <ul style="list-style-type: none"> - Liberal Studies: Alumni with good results in the DSE LS exam shared their study skills with F.6 LS students. An alumnus conducted small group tutorials for LS F.6 students in person and via Zoom meetings. - Chinese History and History: Alumni were invited to give guidance and inspiration to students. • Way forward: <ul style="list-style-type: none"> - Continue to use various platforms and learning management systems for learning and assessments. - Continue to encourage self-directed learning to enhance students' sense of ownership in learning
<p>1.5 To further enhance teaching effectiveness</p>	<p>1.5</p> <ul style="list-style-type: none"> a. Share among teachers effective teaching strategies and values through structured and unstructured means, such as staff development programmes, sharing sessions, workshops or online resources b. Encourage peer 	<ul style="list-style-type: none"> • Positive feedback from teachers • All teachers have taken part in sharing and/or peer learning. 	<ul style="list-style-type: none"> • Check panel minutes • Check Staff Development Committee minutes • Check peer observation forms • Check TCPD record 	<ul style="list-style-type: none"> • Formal and informal sharing among teachers on effective teaching strategies and values was conducted. - Sharing was done in department meetings in various subjects such as Mathematics, Chinese, English, Liberal Studies, Chinese History, History and science subjects. Teachers discussed e-Learning strategies and shared teaching materials in WhatsApp/Signal/eApp groups. Chinese teachers shared the new trend in Chinese education through emails and panel meetings.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
	<p>learning among teachers through different means, such as subject-based collaboration, cross-subject collaboration and class visits or lesson planning</p>			<ul style="list-style-type: none"> - Relevant materials on using TEAMS have been uploaded to Google Drive to help teachers facilitate learning in online lessons. • Subject-based collaboration was conducted in the Chinese department to discuss the teaching methods. - Chinese: Subject-based collaboration was conducted, focusing on "e-Learning" by designing different activities for the reading and writing papers to promote students' self-directed learning. Teachers agreed that subject-based collaboration could analyze students' learning progress and difficulties, and try to find ways to help students improve. • Formal class visits were cancelled due to class suspension except for newly appointed teachers. Mentors and mentees had conducted peer sharing and class visits for professional development purpose. • Cross-subject collaboration was implemented by English and I.S. departments in F.1; English and History in F.2; Mathematics and CML in F.1, and Chinese and CML in F.1. Teachers had peer learning through completing cross-curricular projects. • Way forward: <ul style="list-style-type: none"> - Continue to share effective learning strategies to improve learning and teaching through different channels. - Further explore ways of using data to enhance teaching effectiveness.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>1.6 To promote “Reading to Learn” and “Language across the Curriculum”</p>	<p>1.6</p> <p>a. Further explore different ways in using the reading grant to promote students’ reading habit</p> <p>b. Carry out short teacher- or student-conducted news or book sharing during the morning reading sessions or in online mode during class suspension</p> <p>c. Organize various types of book sharing sessions and book talks during the morning assemblies and book exhibitions</p> <p>d. Provide different reading activities for reading to learn in different subjects</p> <p>e. Design teaching and learning resources for students in different subjects with the use of EMI to promote language across the curriculum through the</p>	<ul style="list-style-type: none"> ● Subject panels have explored various means to use the reading grant ● Collaboration between the English department and other departments to promote language across curriculum has been carried out ● About 50% of students show interest in reading ● Positive feedback from students ● All teachers have done sharing or act as facilitators either in regular classrooms or in online mode during class suspension ● About 60% of subject panels have provided different reading activities for reading to learn 	<ul style="list-style-type: none"> ● Check stakeholders’ report ● Check the minutes of Library Committee ● Check panel minutes ● Check book sharing record ● Check students’ work and assignments 	<ul style="list-style-type: none"> ● Subject panels had explored various means to use the reading grant. ● Chinese: Due to the epidemic, students were not allowed to borrow books from book corner in the classroom. They were encouraged to make good use of the e-Library plus on eClass to read a wide range of books. Teachers also recommended books on the theme of inspiration and Chinese culture to students. Teachers made good use of the online reading platform (智愛中文平台) to encourage students to read different types of high-quality reading materials, and arranged for students to recommend and share good books of different levels during Chinese lessons. The Chinese Department also required both junior and senior form students to submit book reports and read on the web. ● English: Students were encouraged to read e-books on eClass. The English Department encouraged F.2 students to read Britannica in the e-Library on eClass to prepare for their cross-curricular project. School-based reading skills worksheets were devised to enhance F.1-3 students’ reading skills. ● Both Chinese and English Departments required junior form students to attain certain levels on the online reading platforms, namely 智愛中文平台 and ‘iLearner’ respectively. (The subscription of both learning platforms was subsidized by the Reading Grant.)

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
	collaboration between English Department and other departments			<ul style="list-style-type: none"> • A book talk was conducted on 18 November. Our former principal, Mr Tai Tak Ching, shared practical reading tips with students. • To promote ‘Reading to Learn’, different subject panels such as Mathematics, Geography and History purchased some new books that were displayed in the library to encourage students to read more. • Mathematics: reading articles about the Chinese approach to proving the Pythagoras’ theorem and “Origami” of Pythagoras’ theorem were given to F.2 students. They were asked to complete a task by using folding papers and submit their work when face-to-face classes resumed. Teachers encouraged students to read the enrichment section in textbooks to widen their scope of learning. Teachers had conducted math book or articles sharing during math lessons. Four F.4 students were nominated to join the Mathematics Book Report Competitions for Secondary Schools (2021/22). • RS: In order to cultivate Christian values and promote reading to learn, all F.3 students were required to read the articles on the website “Our daily bread” and share their reflections in RS lessons. • The R.S department and school library jointly held the Book fair during gospel days in order to promote students’ reading habits.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<ul style="list-style-type: none"> • L&S and CS: To enhance students' understanding of the Basic Law and their sense of national identity, reading materials provided by the Chinese Cultural Studies were introduced to students. Follow-up learning activities (e.g., MC quizzes) were conducted. • Chinese Literature: Other literary works created by the same authors were introduced when relevant reading passages were taught. • In some subjects, students had to do follow-up tasks after reading the materials. For example, I.S. teachers required students to submit two reading reports, and bonus marks were given for the submission of extra reports. • Geography teachers required F.2-4 students to write up the case study reports after they read the materials about natural hazards. Outside the classrooms, all F.1 students had to read the case studies in the textbooks to learn about the other parts of the world. All F.3 students were asked to read the reading materials about earthquakes and climate from the Britannica School on eClass. Students of F.1 & F.3 were requested to complete the follow-up tasks created by Microsoft Forms. • To promote language across the curriculum, the Geography Department designed the worksheets with language support for junior form students. They were taught how to write sentences, paragraphs and essays.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<ul style="list-style-type: none"> • Collaboration between the English department and other departments to promote language across the curriculum had been carried out. • Due to COVID-19, many planned book sharing activities were cancelled. For example, teachers were not able to conduct book sharing during the morning reading sessions. • No statistics from student stakeholders' survey reports were available due to class suspension. • Based on the teacher stakeholders' survey report, students still need to be encouraged to read more. • Way forward: Continue to promote a reading culture, reading to learn, and language across the curriculum
<p>2. Curriculum design</p> <p>2.1 To review and plan the curricula in a holistic manner and optimize curricula of the 4 senior secondary core subjects according to the measures</p>	<p>2.1</p> <p>a. Make use of the lesson time released to optimize students' learning of the senior secondary core and elective subjects</p> <p>b. Provide more diversified curricula and learning experiences to broaden students' horizons</p>	<ul style="list-style-type: none"> • Senior secondary core and elective subjects can make use of the lesson time released to optimize students' learning • More diversified curricula such as personal growth education and personal 	<p>Check schemes of work, panel minutes and annual reports</p>	<ul style="list-style-type: none"> • The school made use of the lesson time released from LS to allocate more lesson time to elective subjects. • Personal growth education and personal finance education were provided to F.4 students to provide more diversified curricula. • Alternative forms of learning were provided to students. <p>-More experiments could be carried out in F.4 Bio classes.</p>

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
proposed by the EDB		finance education are provided <ul style="list-style-type: none"> ● More students have been arranged to take part in alternative forms of learning, e.g. drama, visits or outings ● Positive feedback from teachers 		<ul style="list-style-type: none"> - Chinese: Teachers made good use of the lesson time to enhance students' learning and improved students' language literacy. For example, the study of literature and culture was strengthened in different forms and arrangements were made for students to share classic sentences and exchange experiences. - English: a drama performance for F.4 & 5 students was organized during the post-exam period to expose students to the creative use of the English Language. ● Way forward: Continue to optimize curricula of senior secondary subjects.
2.2 To implement national security education and strengthen Basic Law and values Education	2.2 <ul style="list-style-type: none"> a. Adopt a “multi-pronged and coordinated” approach to promote national security education holistically through related Key Learning Areas/subjects, values education, as well as learning activities within and beyond the classroom b. Integrate the elements of national security education into the curriculum contents of 	<ul style="list-style-type: none"> ● National security education has been integrated into different subjects, values education and learning activities. ● Students’ understanding of the Basic Law has been strengthened ● Relevant school-based learning and teaching materials related to Constitution and Basic Law education and national security 	<ul style="list-style-type: none"> ● Check the archived learning and teaching materials ● Check schemes of work, panel minutes and annual reports ● Check stakeholders’ report ● Check APASO report 	<ul style="list-style-type: none"> ● National security education was promoted holistically through various means and activities. - The national flag was displayed on each school day and the flag raising ceremony was conducted weekly to cultivate a sense of belonging towards the country among teachers and students. - The school joined the ‘2021 National Day Online Quiz Competition’, ‘2021 National Constitution Day Online Quiz Competition’ and ‘2022 National Security Online Quiz Competition’. - A link to the website on National Security Education Day was sent to students to foster a sense of national identity and raise their awareness of national security.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
	<p>various relevant subjects whenever appropriate based on the Curriculum Frameworks of National Security Education and the teaching resources provided by the EDB</p> <p>c. Strengthen students' understanding of the Basic Law through various relevant topics in L&S, Chinese History, History and Citizenship and Social Development</p> <p>d. Strengthen the school-based monitoring mechanism by:</p> <ul style="list-style-type: none"> - instructing relevant academic departments and functional groups to review and archive the school-based learning and teaching materials related to Constitution and Basic Law education and national security education - imposing a requirement for retention of such 	<p>education have been reviewed, developed and kept as an archive for at least two school years</p> <ul style="list-style-type: none"> ● About 70% of departments have incorporated values education into the formal curriculum 	<ul style="list-style-type: none"> ● Teachers' observation 	<ul style="list-style-type: none"> - Citizenship and Social Development: class learning activities (e.g., games, quizzes and videos sharing) related to different domains of National Security and Basic Law were conducted during lessons. ● The elements of national security education were integrated into the curriculum contents of various relevant subjects whenever appropriate. - Resource security was incorporated when teaching “Water supplies from Dongjiang River to HK” in F.1 I.S. - Ecological security and public security were incorporated when explaining “Endangered species” and “Disease prevention” in Mainland China in F.5 Bio. - Nuclear security was incorporated when teaching “Nuclear power in Mainland China” in F.5 Physics. - Resource security was incorporated when teaching “Metals” in F.4 Chem. - Ecological security and resource security were integrated into the modules of “Trouble of Water” ‘Food Problem’ and ‘Taming the Sand’ in F.2 Geography. - Ecological security and new domain security (Polar Security) were integrated into the module of ‘Changing Climate, Changing Environment’ in F.3 Geography.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
	<p>materials for relevant key stages of learning for at least two school years</p> <p>e. Incorporate values education into the formal curriculum</p>			<ul style="list-style-type: none"> - Ecological security was integrated into the module of ‘Managing River and Coastal Environments’ in F.4 Geography. - Ecological security was integrated into the modules of ‘Disappearing Green Canopy’ in F.5 Geography and ‘A Regional Study of the Zhujiang Delta’ in F.6 Geography. - Music: The background and the singing of the national anthem was taught in F.1 to F.3 music lessons. - History: The concepts of nation, cultural heritage, territorial integrity, sovereignty, traditional virtues, identity and national security were introduced and reinforced in different topics of both junior and senior forms. - Economics: Students learnt the principle of Basic Law in the design of the government budget. On the topics of AS-AD income model and business cycle, students learnt how China helped Hong Kong recover from the economic downturn after SARS. - Chinese History: A platform for self-learning (「認識國情」學生網上自學平台) was introduced to F1 students. - BAFS: Through studying the topic of the close economic relationship between Hong Kong and the Mainland, students understand the importance of maintaining economic security.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<ul style="list-style-type: none"> • Students' understanding of the Basic Law was strengthened through various relevant topics and activities. <ul style="list-style-type: none"> - Chinese: The Constitution and the Basic Law were incorporated into different topics in the Chinese curriculum. Teachers could enhance students' understanding about the Constitution and the Basic Law through different topics. - L&S: Elements of Basic Law were incorporated into the curriculum of F.1 to F.3 L&S. All F.1 - F.2 students participated in the competition 「一國兩制」與《基本法》標語創作比賽 2021 organized by the Hong Kong Youth Nurture Association after learning topics related to the Basic Law. - Liberal Studies: Concepts related to “national identity”, “One country two systems”, “rights and responsibilities under the Basic Law” were emphasized during F.5 LS lessons. - History: In junior forms, F.2 students studied China's modern history from the 1st Anglo-Chinese War to the 1911 Revolution. In senior forms, students learned about the establishment of the HKSAR government and the significance of the Basic Law in Hong Kong. Various positive values such as perseverance and the importance of family and clans in the Chinese community were stressed. The appreciation and importance of cultural heritage and conservation were emphasized.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<p>- Chinese History: Students' understanding of the historical background to the signing of the Sino-British Joint Declaration was strengthened in topics such as the Opium War, the establishment of People's Republic of China in 1949 and the Reform and Opening-up in 1979.</p> <p>- Civic Education: An inter-class competition related to the Constitution and the Basic Law was held. Reading materials about the Constitution, the rights and responsibilities of HK people under the Basic Law were distributed to each class as reference to prepare for the quiz.</p> <ul style="list-style-type: none"> • Relevant school-based learning and teaching materials related to Constitution and Basic Law education, and national security education have been reviewed and developed. The school has also instructed relevant departments and functional groups to retain such materials for at least two school years. • About 70% of departments incorporated positive values education into the formal curriculum. <p>- Chinese: Teachers incorporated moral and affective values into the teaching of the language; positive values were instilled through reading and listening materials, investigation of cultural topics or sharing of teachers' experiences. Daily life topics and relevant situations were provided for students to discuss from different perspectives to help students develop positive values and attitudes.</p>

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<p>Teachers made good use of the learning and teaching resources provided by the Education Bureau for values education. One of them was 「價值觀教育學與教視像資源：蝦醬的真味——積極面對逆境」 Students found it very interesting after watching it and learnt to be positive and optimistic in the face of adversity.</p> <ul style="list-style-type: none"> - English: A programme ‘Freerice’ was introduced to students. Students completed online vocabulary exercises to not only learn English but also donate rice to people who were less fortunate to show their care for others. - Mathematics: Challenging tasks were given to students to develop students’ values such as willingness to try and perseverance. Values and attitudes such as reasonableness and carefulness were implicitly taught. Open-ended questions were given to students to develop students’ respect for others. The Chinese approach to proving the Pythagoras’ Theorem and the development of π in Chinese mathematics were introduced to junior form students. The hardship and persistence of ancient Chinese mathematicians were introduced. Positive values were incorporated into various topics such as percentages, probability and taxation. - Positive values were also incorporated into various topics, such as empathy, respect, equality in LS, being law abiding and the quality of being patriotic in Citizenship and Social development, cyber security in CML, conservation of cultural heritage in Chinese History, filial piety in History,

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<p>being responsible citizens in Economics and environmental conservation in Biology. Positive values, like empathy, respect for others and responsibility were incorporated into various topics in different forms of Geography.</p> <ul style="list-style-type: none"> • No statistics from the student stakeholders' survey report and APASO were available due to class suspension. • Way forward: Continue to strengthen values, the Basic Law and national security education through different means.
<p>2.3 To put more emphasis on generic and/or higher-order thinking skills training</p>	<p>2.3</p> <ol style="list-style-type: none"> Continue the emphasis on in-depth discussion and thinking skills training in junior form curricula Reinforce the higher-order thinking skills in senior forms Further adopt inquiry-based learning to foster students' critical thinking skills 	<ul style="list-style-type: none"> • 80% of panels have continued the emphasis on in-depth discussion and thinking skills training • 70% of panels have continued the emphasis on in-depth discussion and thinking skills training • 70% of teachers have adopted inquiry-based learning to foster students' critical thinking skills • 60% of students agree 	<ul style="list-style-type: none"> • Check schemes of work, panel minutes and annual reports • Check stakeholders report • Teachers' observation 	<ul style="list-style-type: none"> • Most panels have included elements pertaining to in-depth discussion and thinking skills in the junior curricula and reinforced higher-order thinking skills in senior forms. - Chinese: Teachers used a variety of teaching methods, such as asking questions at different levels of difficulty, video appreciation, presentations and peer work evaluation to encourage students to make better use of what they have learned. Some teachers used effective questioning techniques to enhance higher-order thinking and in-depth discussions of students. Project learning was carried out to foster students' critical thinking skills in junior forms. - English: Students were taught to differentiate between facts and opinions when making use of different reading resources and materials on

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
		<p>that teaching is inspiring</p> <ul style="list-style-type: none"> • Positive feedback from students 		<p>social media. They had a better understanding of the differences between people's views and facts.</p> <ul style="list-style-type: none"> - Mathematics: Junior form students were asked to discuss the possible answers to the open-ended questions. For example, F.1 students were asked to find the maximum capacity of paper box by folding an A4 paper. Senior form students were taught how to solve a problem by different methods and then they were asked to compare and comment on different methods. Questions requiring higher-order thinking skills were included in the final examination for students to score bonus marks. - Liberal Studies and L&S: Discussion sessions were conducted in all forms. Students were asked to discuss the possible answers to the open-ended questions on different social issues. - Chinese History: The curriculum of junior forms focuses on developing students' critical thinking skills and skills in sourcing information rather than reciting facts. - History: Students of both junior and senior forms were taught to differentiate between facts and opinions, formulate arguments and support them with concrete evidence, develop critical thinking such as judgement and assessment, and analyze issues from multiple perspectives.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<ul style="list-style-type: none"> - Economics: Students were required to read and analyze data and abstracts. Students were trained to use the appropriate materials to support their views in questions on “evaluation” and “comment”, in which students had to think from different perspectives and come up with possible action plans. - Science: Students had learned to unify concepts in F.1 and F.2 to prepare them to develop higher-order thinking skills. Graphical skills and skills in analysing questions were introduced in senior forms. Students were guided to adopt different thinking skills when tackling demanding questions step by step. - Geography: Junior form students had to propose solutions to problems based on the facts in their projects. Upper form students were trained to evaluate the effectiveness of different methods in various topics in order to tackle questions in the DSE exam. - BAFS: Real life business situation was simulated in accounting treatments of sole proprietorship, partnership and limited companies. Higher-order thinking skills were trained, and entrepreneurial skills were fostered. • No statistics from student stakeholders’ survey reports were available due to class suspension. • According to teacher stakeholders’ survey report, over 90% of teachers adopted inquiry-based learning to foster students’ critical thinking skills.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<ul style="list-style-type: none"> • Way forward: <ul style="list-style-type: none"> - Continue to emphasize the development of generic and higher-order thinking skills. - Further tailor the junior form curricula to release time for developing study skills.
<p>2.4 To further develop the Technology Education curriculum by strengthening STEM Education</p>	<p>2.4</p> <ol style="list-style-type: none"> a. Further enrich STEM Education through collaboration between CML and Math / D&T / C&T / Science / Geography / Visual Artss / Home Economics in junior forms b. Fully utilize the InnoHub to further enhance collaboration between CML and other departments in using VR and laser cutter in education and strengthen CML junior form curricula to incorporate more STEM elements c. Encourage students to join competitions related to STEM education 	<ul style="list-style-type: none"> • Cross-curricular collaboration involving CML and other subjects is enriched • Students have joined competitions related to STEM education • Appropriate training has been organized 	<ul style="list-style-type: none"> • Check schemes of work, panel minutes and annual reports 	<ul style="list-style-type: none"> • Cross-curricular collaboration involving CML and other subjects was implemented. Some learning activities were suspended due to COVID-19. <ul style="list-style-type: none"> - A project organized by the Chinese and CML departments aiming to encourage students to use CoSpaces was completed. - Through the design and coding programme run by the C&T and CML departments respectively, junior form students were able to put knowledge learnt into practice by creating their robot cars, smarhome and other devices. • The Mathematics and CML departments organized cross-curricular project learning activities related to STEM for the F.1 elite class. STEM-related project learning was conducted in the F.2 elite class during Math lessons. • Over thirty students joined 4 competitions related to STEM education. Students were also encouraged to join competitions such as Python, A.I.I. and VR related to STEM education. • A workshop about bookmark printing was conducted for librarian leaders in December in the InnoHub, with the support of the IT team.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
	d. Organize training for teachers and students			<ul style="list-style-type: none"> • Way forward: <ul style="list-style-type: none"> - Continue to explore more collaboration among various departments such as CML, Science, Mathematics, Visual Arts, D&T (F.1-2) and C&T (F.3) to train students in STEM education. - Continue to provide training to teachers and students.
2.5 To reinforce the learning of Chinese history and Chinese culture	2.5 Reinforce students' foundation knowledge about Chinese history and culture and develop their positive values through formal lessons and various activities	<ul style="list-style-type: none"> • Students have a better understanding of Chinese history and Chinese culture 	<ul style="list-style-type: none"> • Check schemes of work, panel minutes and annual reports • Teachers' observation 	<ul style="list-style-type: none"> • Students had a better understanding of Chinese history and Chinese culture. <ul style="list-style-type: none"> - Chinese: Both junior and senior form students were taught about traditional philosophical thinking. An online quiz for F.5 on cultural knowledge was held. Students enjoyed this activity very much. - Chinese: Teachers used related topics and organized different activities, such as Chinese festivals, to deepen students' understanding of China and Chinese culture. Teachers promoted the excellent traditional culture of the Chinese nation, helped students understand and inherit the culture through reading model classical essays, extensive reading, cultural thematic discussions and Chinese festivals. Students also read cultural books according to the teacher's guidance to increase their understanding of Chinese culture. - Putonghua: Elements of Chinese culture were incorporated into topics like Chinese festivals, tourist spots and historical figures.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<ul style="list-style-type: none"> - L&S, CS and LS: Students learned more about Chinese culture through various topics in the curriculum, e.g., Chinese family patterns and values, rural and urban disparity etc. - Music: the elements of Chinese musical instruments and Cantonese opera were taught in F.2 and F.3 music lessons. - Chinese History: All F1 students joined The Academy of Chinese Studies Fireflies (篇篇流螢 網上閱讀計劃). - Economics: In topics of market structures and money, examples of monopoly, franchise, public ownership, and evolution of money in Chinese history were mentioned. • Way forward: <ul style="list-style-type: none"> - Continue to enhance students' understanding of Chinese history and Chinese culture through formal and informal curricula. - The Chinese department will collaborate with the Citizenship and Social Development department to organize some activities about Chinese culture.
<p>2.6 To deepen students' understanding of school history through celebration of Diamond Jubilee of the</p>	<p>2.6 a. Incorporate information related to school history into formal and informal curricula where appropriate</p>	<ul style="list-style-type: none"> • Information related to school history is incorporated into formal and informal curricula where appropriate 	<ul style="list-style-type: none"> • Check schemes of work, panel minutes and annual reports • Teachers' observation 	<ul style="list-style-type: none"> • Information related to school history was incorporated into formal and informal curricula. • Students' understanding of school history has been deepened through various lessons and activities.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
school	b. Arrange visits to History Gallery during History, L&S and Visual Artss lessons	<ul style="list-style-type: none"> • Visits to History Gallery during History, L&S and Visual Artss lessons are arranged • Students' understanding of school history has been deepened 		<ul style="list-style-type: none"> - Visits to History Gallery during Visual Arts lessons and English lessons (with a worksheet for F.2 students to complete as part of their English homework) were arranged. - All F.1 students visited the History Gallery in history lessons and then completed a worksheet related to the primary and secondary sources of the school. - Chinese: Teachers made use of the passages of the Golden Jubilee Magazine to help students learn about the history of the school. • Way forward: <ul style="list-style-type: none"> - Continue to foster students' sense of belonging to the school through the Diamond Jubilee celebration.

Major Concern 2: Character Formation

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>1. To further enhance students' self-motivation for learning and encourage a sense of ownership in learning</p>	<p>1.1 Conduct the goal-setting program (compulsory for F.3-4 students).</p> <p>a. Keep the individual goal-setting activities and provide more guidelines for teachers to remind students: -</p> <p>(i) to set specific and measurable goals for academic performance, extra-curricular participation and moral development (e.g. perseverance, commitment, care for others and doing community service);</p> <p>(ii) to develop practical ways to achieve their goals; and</p> <p>(iii) to set long-term goals (especially for F.3 students).</p>	<ul style="list-style-type: none"> ● Students' self-motivation is enhanced through the goal-setting activities, and by teachers reminding them to refer to their personal goals in Student's Handbook and do self-reflection. 	<ul style="list-style-type: none"> ● Students' self-evaluation ● Teachers' observation 	<ul style="list-style-type: none"> ● Students' self-motivation for learning was enhanced through the goal-setting activity in the first term. The adjustment activity was held after the resumption of face-to-face lessons. - Although the goal-setting activity was compulsory for F.3-4 students only, many form teachers of both junior and senior forms conducted the activity with their students in their lessons. It was favourable to start a new academic year with the goal-setting activity. - The teachers' guidelines were revised this year, and more examples were incorporated for students' reference. They were found helpful. - To enhance the students' engagement in the goal-setting activity, the guideline, year plan and reading materials were sent to the students by form teachers through eApp or other means beforehand. The practice was found to be effective. - In order to guide the students to conduct the goal-setting activity, form teachers offered continuous guidance and support to the students throughout the year by different means: <ul style="list-style-type: none"> ☐ explaining the rationale of goal setting;

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
	<p>b. Reserve pages in Student's Handbook for students' personal goals.</p> <p>c. Teachers remind students to do self-reflection.</p> <p>d. Help students to identify their own personal core values / what is important in their life.</p>			<ul style="list-style-type: none"> ☑ reminding the students of the importance of time management in setting goals; ☑ sharing personal experience with the students; ☑ organizing small group discussions with the students; ☑ conducting ongoing evaluation and reflection with the students; ☑ giving continuous feedback and support to individual students throughout the year; ☑ organizing online sharing sessions for the students by inviting senior form students to facilitate peer learning among students of different forms; <p>All these means were found to be caring, helpful and effective.</p> <ul style="list-style-type: none"> - Some teachers of senior forms even integrated the goal-setting activity with career life-planning activities, preparation for the DSE examination and exploring JUPAS choices. - Many students were serious towards the goal-setting activity. - Some students managed to set specific short-term goals properly. - Some students' goals were displayed on class notice boards for mutual sharing and support. - The students' handbook was found effective and practical to help the students set goals in

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<p>different aspects, including academic achievement, extra-curricular participation, and moral development.</p> <ul style="list-style-type: none"> - It was found that some students lacked the perseverance to implement the plans as time went by. - It was suggested that the goal-setting activity could be conducted in R.S. lessons so that the bible verses could be introduced to the students and then inspire them to set their new goals. - It was suggested to involve parents in the activity because parents could help evaluate the goals with the students and encourage them. <p><u>Way Forward</u> Form teachers will be encouraged to show appreciation and celebrate with the students after they have achieved their goals.</p>
<p>1. To further enhance students' self-motivation for learning and encourage a sense of ownership in learning</p>	<p>1.2 Organize a motivation enhancement scheme for junior form students with low motivation for learning, and instill positive values in them (e.g. perseverance, resilience, commitment, self-discipline, responsibility, reciprocal</p>	<ul style="list-style-type: none"> ● The participants' self-motivation for learning and sense of ownership in learning are enhanced. 	<ul style="list-style-type: none"> ● Check findings of questionnaire to participants ● Teachers' observation 	<ul style="list-style-type: none"> ● Students' self-motivation, self-esteem and self-confidence were enhanced through their participation in community service. - Positive feedback was received from both students and teachers who participated in the scheme. - Some students found the scheme inspiring and rewarding as they could learn the skills of organizing activities and communicating with the elderly.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
	altruism and respect for others).			<ul style="list-style-type: none"> - The program helped the students develop positive values such as commitment, reciprocal altruism, and respect for others.
<p>1. To further enhance students' self-motivation for learning and encourage a sense of ownership in learning</p>	<p>1.3 Provide more opportunities for students to demonstrate their academic achievements, learning attitude and effort, and other achievements (e.g. aesthetics, sports and services) both inside and outside the classroom, including electronic means as positive reinforcement, and encourage students to strive for excellence.</p> <p>a. Students share their achievements in different aspects in their own classes during form-teacher periods.</p> <p>b. Display students' achievements (e.g. certificates, photos and videos) in their classrooms and on school campus.</p>	<ul style="list-style-type: none"> ● Students' academic achievements, learning attitude, efforts and other kinds of achievements are acknowledged, thus their perseverance is further enhanced and self-motivation for learning is boosted. ● More opportunities for quality physical and aesthetic education are provided for students to nurture their confidence, perseverance, and aesthetic appreciation. ● More opportunities are provided for students to demonstrate students' academic achievements, learning attitude and effort, and other achievements. 	<ul style="list-style-type: none"> ● Check minutes of MCNE Committee ● Form Teachers' feedback in form meetings ● Check appreciation corners in classrooms and display boards on school campus ● Check minutes of functional groups ● Teachers' observation ● Students' feedback 	<ul style="list-style-type: none"> ● More opportunities were explored and provided for the students to demonstrate their academic achievements, learning attitude and efforts, and other achievements (e.g. aesthetics, sports and services), nurturing their confidence, perseverance and aesthetic appreciation. Students' self-esteem and self-motivation for learning were also further enhanced and boosted. - A wide range of online (and face-to-face) interest classes were organized during the Special and Summer Holidays, e.g. Caricature, Zentangle, Western calligraphy, music and video production to encourage students' aesthetic development. - Students were able to demonstrate their aesthetic and physical achievements by participating in different types of competitions such as the Hong Kong Schools Drama Festival, Hong Kong Schools Speech Festival, Hong Kong Schools Music Festival and Joint-school Sports Invitation Tournament. - Online training classes for school sports teams were organized during the Special Holiday to promote students' physical development and enhance their related professional knowledge.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
	<p>c. Publish students' achievements in the School Press (in the form of articles or interviews.)</p> <p>d. Form teachers announce the students' achievements in the class group via eApp or other digital platforms.</p>			<ul style="list-style-type: none"> - The Recital Studio Production Team and Campus T.V. crew were given more opportunities to learn about the production, making videos, live broadcasts and recording music. They have mastered the important skills in producing high quality audio and visual materials. More opportunities were given to them to engage in live-broadcasting work such as morning assemblies, S.A. Election, etc. Moreover, they assisted the participants of the Hong Kong Schools Speech Festival in preparing the video recordings. - The Drama Club participated in the Hong Kong Schools Drama Festival with the theme of "Love and Perseverance." To cultivate leadership, the production was solely a student production. Led by the student director, a production team was formed to write a script, design costumes, and create props. The chairperson of the Drama Club worked closely with the teacher advisors who guided and entrusted him to organize the rehearsal. In the competition, the students won various awards, namely the Award for Outstanding Director, Outstanding Performers, Outstanding Audio-visual Effects, Outstanding Cooperation and Commendable Overall Performance. - Inter-house competitions were held for students to demonstrate their achievements:

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<ul style="list-style-type: none"> ☒ The Inter-house volleyball competition provided opportunities for physical activities and enhanced student's self-esteem, self-motivation and team spirit. ☒ The Rocket Car competition could strengthen student's creativity, analytical and critical thinking skills, teamwork, etc. ☒ The online Inter-house quiz competition was held under the guidance of teachers. <p>Students were also encouraged to participate in different house activities to enhance house spirit.</p> <ul style="list-style-type: none"> - The Online Fashion Show was organized by the Student Association for F.3 to F.5 students to unleash their potential in aesthetics. - The Music Club organized Friday Music Busking in both the 1st and 2nd term. Students with musical talents were invited to perform in open areas such as the hall, TSK Square or basketball court during the recesses on selected Fridays. - F.5 and F.6 science class students were invited to be the invigilators in the science practical examination. - The committee members of the Computer Club took the initiative to teach the members in tackling challenges. They learned different skills and successfully made their own products.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<ul style="list-style-type: none"> - English Debate Team has provided students with the opportunity to practice critical thinking and analytical skills in conducting a three-tiered debate. Students worked together to create video recordings, which enhanced their teamwork and social skills. - The committee members of the English Society were given opportunities to hone their communication and leadership skills through successfully coordinating and conducting the online AGM meeting under the guidance of teacher advisors. - A prize giving ceremony was held in the morning assembly to give recognition to the prize winners. - Students who made achievements in external competitions were invited to write their achievements in the School Press. - Environmental education: student leaders shared their successful experience in organizing the inter-class competition by writing an article and displaying the photos of the prize winners in the School Press. - The Film Club published a student's film review in the School Press, which gave the student a sense of achievement. - The display of students' achievements in their classrooms and on the school campus (e.g. certificates, photos and good work of students)

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<p>proved to be very effective in showing appreciation to these students. This helped to enhance the school's reputation and students' self-esteem.</p> <ul style="list-style-type: none"> - Announcements of students' achievements were made via channels such as the school website (News Updates) and morning assembly live streaming. Students' outstanding performance in external competitions was announced through e-App. Teachers found this practice helpful as they could praise students and give them encouragement when they saw them on the school campus. <p><u>Way Forward:</u></p> <ul style="list-style-type: none"> ● Under the new normal, online activities will be held to create more opportunities to widen students' horizons and enrich students' experiences. ● More communication channels with students, parents and alumni will be explored and established to display students' achievements.
<p>1. To further enhance students' self-motivation for learning and encourage a sense of</p>	<p>1.4 Help students learn to take responsibility for their own learning.</p> <p>a. Invite teachers, guest speakers (e.g. those who managed to overcome difficulties in learning)</p>	<ul style="list-style-type: none"> ● Students find the sharing inspiring and understand the importance of taking responsibility for their own learning. ● Students appreciate the guidance and 	<ul style="list-style-type: none"> ● Check Morning Assembly schedule ● Check of Form Teacher period record 	<ul style="list-style-type: none"> ● Students were guided to take responsibility for their own learning. a. - The principal shared his learning experience and life stories with the students through various means, such as morning assemblies, gospel days, morning prayer sessions through the P.A. system and R.S. lessons. His

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>ownership in learning</p>	<p>or alumni to share their learning experience in the morning assembly and inspire students with positive life values.</p> <p>b. Teachers provide students with more encouragement both inside and outside the classrooms.</p> <p>c. Promote students' autonomy in learning in order to help them enhance self-motivation for learning.</p>	<p>encouragement by teachers.</p> <ul style="list-style-type: none"> ● Students show initiative in learning ● Positive feedback from teachers and students 	<ul style="list-style-type: none"> ● Check reports of subject panels and functional groups ● Teachers' observation ● Students' feedback 	<p>enlightening and inspiring sharing instilled positive values in the students.</p> <ul style="list-style-type: none"> - The guest speaker Mr. Tinlo Poon was invited to share his life experience with positive life values (e.g. perseverance and resilience) in the morning assembly. - Professor Tse Hung Fat, our distinguished alumni, was invited to be the Guest-of-Honour for the Speech Day. He shared his memorable learning experience at TSK with graduates and students. He emphasized the importance of determination, perseverance, and passion in a pre-recorded video. - Videos concerning student and alumni sharing were uploaded to the school website. They shared their learning experience and inspired students with positive life values. - Christian teachers were invited to share their life experiences with positive moral values through the P.A. system in the morning prayer sessions. To further reinforce those positive values this was followed up by form teachers giving feedback and sharing their personal experience afterwards. - Alumni were invited to share their learning experience and inspire students with positive life values through the School Press and in lessons.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<ul style="list-style-type: none"> - Chinese Department: The sharing session from the alumni who got good results in the Chinese DSE was held in the first term for F.6 students. They found the sharing useful and learned how to adjust their mentality to face challenges. - English Department: Alumni were invited to share their experience on how to prepare for the DSE on the 15th of October 2021. b. - Students appreciated the guidance and continuous encouragement from teachers both inside and outside the classroom, and this enhanced their mutual understanding. E-sharing of life experiences about how to study during the pandemic became more popular with students and teachers. They offered mutual support and care via E-App and WhatsApp, as well as talking on the phone. - To support students' learning and encourage them to overcome adversities, teachers shared their personal experience and reflection, such as recovery from COVID-19 and newspaper and magazine articles. The sharing was found to be highly inspiring. - After Parents' Day, the principal wrote a message to the students who had made remarkable achievements in the first term examination. He expressed appreciation for their determination and dedication to improving and then sent them certificates

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<p>together with cards.</p> <ul style="list-style-type: none"> - The principal and teachers sent out words of encouragement and videos via WhatsApp groups and other class-based communication channels to encourage students to face the difficult times during the pandemic. Students were invited to meet and chat with the principal online during the Special Holiday. - Teachers showed care and support to students who could not attend lessons in person through different means, such as mixed mode teaching, tutorial sessions, phone calls and text messages. - Less motivated students were invited to stay behind after school or come to school early to have lesson preparation and to catch up on their assignments. - During the suspension of face-to-face classes, less motivated students were invited to have online lessons at school and to establish their learning routine. Some of them were requested to stay behind after the online lessons to complete the assignment under the supervision and guidance of the teachers. - During the study leave period, online supplementary lessons and tutorials were conducted for F.6 less able students in various subjects.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<ul style="list-style-type: none"> - An online briefing session concerning the HKDSE was organized for F.6 students. The Principal, Vice-Principals and F.6 form teachers offered students encouragement and support. - Form teachers selected less outgoing students to take up different posts in class, such as Class Librarian and member of the Class Committee. - Online sharing and support were provided by the more able students in class to help the less able ones. <p>c. Students' autonomy in learning was enhanced by promoting self-directed learning through different means.</p> <ul style="list-style-type: none"> - Students completed mini-research or projects in various subjects, such as English, Mathematics, History, Music and P.E. - E-learning was incorporated into designing learning activities. Students were encouraged to pursue self- learning by completing assignments and quizzes on different online platforms at their own pace. - Students were encouraged to participate in different competitions to enhance self-motivation for learning and the autonomy in learning. <p>☐ Over 40 students participated in I.T. competitions, such as Hong Kong Cyber Security New Generation Capture the Flag</p>

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<p>Challenge, Code Combat Competition, V.R. Escape Room Competition and Ozaria Competition 2022.</p> <p>☐ Six F.3 students participated in the UNESCO SDGs Debating competition (pre-recorded video mode). They received training from the NET of the English Debating Club.</p>
<p>1. To further enhance students' self-motivation for learning and encourage a sense of ownership in learning</p>	<p>1.5 Provide various in-depth life planning education programs for students at different levels and empower them to set their life/career goal(s).</p>	<ul style="list-style-type: none"> ● Various in-depth life planning education programs are provided for students at different levels to empower them to set their life/career goals and to develop the required skills. ● Positive feedback from teachers, students and parents. 	<ul style="list-style-type: none"> ● Check Careers Committee reports 	<ul style="list-style-type: none"> ● Various in-depth life planning education programs were provided for students at different levels. - The F.1-3 School-based Careers and Life Planning (CLP) activities were conducted on the OLE Day. - The school social workers conducted a talk on the choice of subjects for F.3 students. - Weekly messages were sent to F.3 students during the Special Holiday, hoping to guide them through self-understanding, matching their subject choices with university requirements and life planning goals. - The F.5 Life Planning activities based on the booklet 'Careers Mapping' were conducted on the OLE Day. - F.5 students were divided into groups. In each group, a form teacher or careers teacher would provide careers guidance and counselling for them on their JUPAS and non-JUPAS choice.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<p>The pairing will continue into F.6.</p> <ul style="list-style-type: none"> - F.6 students had been paired with a form teacher or careers teachers in the previous year. This year, the guidance and counselling continued as the students finalized their JUPAS choices. - F.6 students attended a 2-hour session in October on self-understanding (through Holland Test) that helped them match their personality with possible tertiary programmes. Analysis on JUPAS statistics was also offered. - Alumni Sharing sessions were organized for F.6 students on JUPAS choices (face-to-face in Nov) and on sub-degree programmes (online in May). Both were well-received with positive feedback from both teachers and students. - F.6 students were given information on university interview skills and Mock Interview Sessions were conducted both face to face and online in December. - Parent talks were conducted to draw in parent support to help students figure out their future career paths, two hosted by school (for F.3 and F.6 in Nov), another hosted by St. James Settlement IMPROVED programme (for F.3-5, online in Mar). ● Students joined various activities organised by third parties:

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<ul style="list-style-type: none"> - F.2: Self-understanding Workshop conducted by social workers of St. James Settlement on the OLE Day. Students participated enthusiastically in the creative activity that helped them understand themselves. - F.3 & 4: One F.3 & two F.4 students continued to take part in the Junior Financial Secretary Programme as well as take part in various activities, including site visits, workshops and a meeting with the Financial Secretary. They also conducted a small-scale activity on financial planning in school. - F.4 & 5: F.4 & 5 students attended a Careers talk conducted by Towngas Academy on the OLE Day. - F 4 & 5: A Joint-school visit to PolyU School of Fashion and Textile was organized by the Jockey Club CLAP. - F.4-6: “Life Buddies” Mentoring Scheme - Deloitte Pass the Torch Student Mentoring Program: <ul style="list-style-type: none"> ☐ Firm visit and sharing by mentors on Nov 5. ☐ Catch up Zoom Meeting - F.4-5: 10 students joined the Towngas Careers in a Nutshell Program – a firm visit and an online workshop were conducted in Jan and Feb 2022. ● F.6: Small group mock interviews were

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<p>arranged for F.6 students by St. James' Settlement in May 2022.</p> <ul style="list-style-type: none"> ● Life planning education was included in the NCS Chinese curriculum, which covered self-understanding (Holland Test in Chinese), JUPAS choices, writing CV, writing application letter and interview skills. ● Collaboration among the English, BAFS, Economics and Careers Departments to nominate students to join a 7-week online entrepreneurship programme offered by EtonX. Four F.4D students joined and the course was held on 7 consecutive Saturdays, starting on 19/3 and ending on 7/5, with 16/4 as the Easter break. ● Other CLP activities were cancelled because of the suspension of face-to-face lessons as well as the need to reduce the risk of coronavirus infection and safeguard students' health. ● There was positive feedback from teachers, students and parents. Students reflected that the in-depth life planning education programs were useful and could empower them to set their life or career goals.
<p>1. To further enhance</p>	<p>1.6 Help students channel their efforts put into</p>	<ul style="list-style-type: none"> ● A positive and serious attitude towards both 	<ul style="list-style-type: none"> ● Check Morning 	<ul style="list-style-type: none"> ● Articles on related topics were included in the School Press. A new column named, “the Spirit

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>students' self-motivation for learning and encourage a sense of ownership in learning</p>	<p>competitions into academic studies.</p> <p>a. Students and alumni with non-academic achievements share their learning experience in the morning assembly, with more emphasis on perseverance, resilience, putting effort into their work and development of correct moral values.</p> <p>b. Students with outstanding academic performance or remarkable progress in studies are encouraged to participate in the Athletes Academic Enhancement Scheme, and they are encouraged to maintain their academic performance.</p>	<p>studies and ECA is instilled into students.</p> <ul style="list-style-type: none"> ● Students have a sense of ownership in both studies and ECA, and take responsibility for their own decisions. ● Positive feedback from teachers and students 	<p>Assembly schedule</p> <ul style="list-style-type: none"> ● Check Athletes Academic Enhancement Scheme statistics ● Teachers' observation ● Students' feedback 	<p>of TSK'' (肇堅精神) was created in the School Press. Some school team members were invited to share their competition experience to demonstrate the value of perseverance.</p> <ul style="list-style-type: none"> ● Due to the pandemic, some external competitions were cancelled. ● The Athletes Academic Enhancement Scheme was launched in May 2022 and results were released in August 2022. Personal compliments were given by the Principal as positive reinforcement to the school team members who have made progress in their studies.
<p>2. To strengthen the sense of</p>	<p>2.1 To reinforce the understanding and</p>	<ul style="list-style-type: none"> ● Students show better understanding of the 	<ul style="list-style-type: none"> ● Teacher's observation 	<ul style="list-style-type: none"> ● Students' understanding of the school motto,

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>belonging to the school among students and teachers</p>	<p>manifestation of the school motto (i.e. perseverance this school year) through different panels and functional groups.</p>	<p>school motto and are able to manifest it in their daily life.</p> <ul style="list-style-type: none"> ● Positive feedback from teachers and students 		<p>(i.e. perseverance) was reinforced through different means.</p> <ul style="list-style-type: none"> - A file design competition on “Perseverance” was jointly organized by the Moral, Civic and National Education Committee and the Visual Art Department. All F.1-3 students participated in the competition. The best three in each form were given prizes to recognize their achievements. The F.1-3 champion designs were integrated into one single file. All teachers and students were given one file. The activity successfully reinforced the students’ understanding of the school motto and boosted their sense of belonging to the school. - Inspiring quotes and posters on “Perseverance” were put up on the notice boards in each classroom. Six different sets of inspiring quotes were prepared by the MCNE Committee for each form. Students and teachers were invited to choose and then post up their favourite poster and quote for their individual classes. - Environmental Education: Most of the F.1-2 student participants showed their perseverance to meet the targets set in the Inter-class Wildlife Species Hunt Competition. - Chinese Department: Students were assigned

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<p>to read various articles and discuss current affairs so as to cultivate the spirit of perseverance and motivate them to strive for excellence and continuous self-improvement.</p> <ul style="list-style-type: none"> - English Department: schemes of work were updated to include elements pertinent to the school motto. E.g., materials were developed to help students write about perseverance in one of the F.2 compositions in the second term. - Music Department: A music concert was organized for students during the post-examination period. Apart from conducting a quality music performance, the renowned pianist, Ms. Lee Ka Ling Colleen, shared with students her life journey in which perseverance was an essential element to a musician's life, and she encouraged students not to give up easily. - Student leaders in the TSK Leap Programme showed their perseverance in accomplishing different tasks in the Adventure-based Activity. - A Film Appreciation of "I Still Remember" (二次人生) was conducted by the Film Club to cultivate students' values on perseverance and resilience.
<p>2. To strengthen the sense of</p>	<p>2.2 To help students boost their sense of</p>	<ul style="list-style-type: none"> ● Students show better understanding of the 	<ul style="list-style-type: none"> ● Check minutes of subject 	<p>a) Various measures were taken by different</p>

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>belonging to the school among students and teachers</p>	<p>belonging to the school by</p> <ol style="list-style-type: none"> Strengthening students' understanding of our school history through functional groups and subject panels. Encouraging students to create and design school items (e.g. school tie pin, face mask with school logo) to enhance their sense of belonging to school Conducting inter-class activities to enhance students' class spirit Enhancing recognition of students' participation and achievements. Conducting alumni sharing to increase the bond among students. Further reinforcing a caring school environment, e.g. teachers provide more individual care and support for students and their parents. 	<p>school history</p> <ul style="list-style-type: none"> Positive feedback from teachers and students Students welcome the new school items. 	<p>panels and functional groups</p> <ul style="list-style-type: none"> Check Student's stakeholder survey and APASO Check S.A. report Check inter-class activity record Check Morning Assembly schedule Teachers' observation Check records of the Diamond Jubilee celebration working group 	<p>functional groups and subjects to enhance students' understanding of school history.</p> <ul style="list-style-type: none"> R.S. Department: In order to help F.1 students adapt to the new school life, the school motto, religious background and history were taught in F.1 R.S. lessons. English Department: F.2 classes visited the History Gallery during the English lessons (with a worksheet for them to complete as part of their English homework). History Department: F.1 classes visited the History Gallery in History lessons and then completed a worksheet concerning the school history. <p>b) - Students were encouraged to design personalized School Teams' track tops and Music Teams' jackets to enhance their sense of belonging.</p> <ul style="list-style-type: none"> Students were involved in designing T-shirts, the file on perseverance and items of the Diamond Jubilee celebration. House souvenirs were designed and distributed to house members to reinforce the sense of community. <p>c) - Civic Education Team: An Inter-class quiz competition was held for F.1-6 students to nurture their class spirit and their understanding of the Constitution and the Basic Law.</p>

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
	g. Preparing for Diamond Jubilee celebrations			<ul style="list-style-type: none"> - An Inter-class Class Tee Design Competition was conducted to foster class spirit. - Environmental Education: An Inter-class plant growing competition was held for F.1-5 classes. - Inter-class Wildlife Species Hunt Competition was held for F.1-3 classes. Inter-class Searching for Environmental Facilities Competition was held for F.1-2 students. - Chinese Society and Putonghua Society: Various online activities such as the appreciation of ink painting, inter-class stiff pen calligraphy competition, inter-class singing competition and cultural quiz competition were held in the second term. d) - Careers ambassadors were appointed from each class in senior forms and a WhatsApp group was formed. - To recognize their leadership role, student leaders were exclusively invited to participate in the TSK Leap Programme which is a specialized leadership training programme,. - Students were given different opportunities to organize activities in schools such as Inter-House Competitions, Club and Student Association activities, Sports Federation activities, Club Expo, to boost their sense of belonging to the school with a high level of engagement and ownership.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<ul style="list-style-type: none"> - Students were encouraged to take initiative to form new clubs. The Lion Dance Club was established this year. - A commemorative video made by the Student Association and Campus T.V. for F.6 students helped to strengthen the bond among students. - To show appreciation to student leaders and help them boost their sense of belonging to the school, a blank page has been reserved in the Students' Handbook for putting the List of Student Leaders, including the Head and Senior Prefects, Student Association and House Captains of this academic year. e) - Liberal Studies Department: an alumni sharing session was arranged for F.6 students to develop a bond with their seniors and small group tutorials were organized to help them prepare for the public examination. f) - Citizenship and Social Development: one-to-one online EMI tutorials were given for NCS to help them understand the subject matters as Chinese was adopted as the MOI. - Form teachers and subject teachers provided more individual care and support for students and their parents during the pandemic period, especially for those who were infected with the disease. - F.5 & 6 Students were paired up with a careers teacher or form teacher who provided

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<p>guidance and counselling with respect to their JUPAS and careers choices. Social workers provided extra support for students with special educational or emotional needs throughout the application procedures.</p> <ul style="list-style-type: none"> - Careers information (including counselling support and cheering-up) was sent to each class in an efficient way by Careers ambassadors. Students and teachers were closely connected by this effective communication and the sense of belonging could be enhanced. - A special school picnic to Ocean Park was arranged to strengthen the bond among students. - Individual form teachers asked students to complete tasks on the picnic day. By using the shots taken on Picnic Day, a video and souvenirs were prepared for students in that class. These successfully strengthened positive vibes and enhanced the bonding among classmates. <p>g) - The following activities will be organized to celebrate the Diamond Jubilee:</p> <ul style="list-style-type: none"> ☐ Design of Souvenirs for Sale ☐ End-of-term Service cum Diamond Jubilee Kick-off Ceremony ☐ Diamond Jubilee Sports Competition

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<ul style="list-style-type: none"> ☐ Diamond Jubilee Mural Painting ☐ Diamond Jubilee Thanksgiving Service ☐ Diamond Jubilee Gospel Days/Week ☐ F.1 Admission Talk cum Open Day ☐ Updating of Exhibits in History Gallery ☐ Home-coming events for alumni and ex-teachers ☐ Diamond Jubilee Celebration Dinner ☐ Diamond Jubilee Speech Day ☐ Diamond Jubilee Musical ☐ Diamond Jubilee Walkathon ☐ Publication of Diamond Jubilee Magazine <p>- These activities will help celebrate the school history and achievement, connect with the TSK community, and tell the community about what the school believes and what the school does. Moreover, the Diamond Jubilee celebration will provide a valuable learning experience for students and an opportunity for students to show their potential.</p> <p>- Subcommittees were formed and meetings were held by teachers concerned. Work schedules have been submitted to the school. However, the implementation of the above-mentioned plans shall be subject to the development of the pandemic.</p> <p>- The Diamond Jubilee Sports Competition working committee has been set up to</p>

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<p>organize the event, and various training workshops have been delivered to all teacher advisors, sports leaders and sports ambassadors.</p> <p><u>Way forward:</u> Students' involvement will be further enhanced in the organization of the Diamond jubilee celebration events in order to enrich students' personal experience and increase students' sense of belonging and ownership.</p>
<p>2. To strengthen the sense of belonging to the school among students and teachers</p>	<p>2.3 To help teachers boost their sense of belonging to the school by</p> <p>a. Strengthening new teachers' understanding of our school history and culture through the induction program and mentoring program.</p> <p>b. Organizing staff development activities</p> <p>c. Further empowering teachers to organize activities</p> <p>d. Providing better facilities for teachers (e.g. a cozy common area)</p>	<ul style="list-style-type: none"> ● New teachers find the induction program and mentoring program useful and supportive. ● Better facilities for teachers are provided. ● Positive feedback from teachers. 	<ul style="list-style-type: none"> ● Check minutes of Staff Development Committee ● Check record of the Staff Exco 	<ul style="list-style-type: none"> ● The sense of belonging among teachers was boosted through different means. - Newly-joined teachers attended the Induction Program before the start of term. They found the Induction Program detailed and useful. The staff manual and the briefing session on the school mission gave new teachers useful guidelines to better understand the school. The eClass tutorial proved to be very detailed and useful. The discussion on the school discipline system was comprehensive and informative. It was suggested Induction Programs of a similar nature and format would continue to be run in the future. - Mentors are assigned to provide guidance to newly-joined teachers. Amicable and congenial relationships have been established among mentors and mentees. Newly-joined teachers gave positive feedback to the mentoring

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<p>program. In particular, they could get support and guidance from mentors to help them fulfil their daily school duties satisfactorily and meet the school’s professional requirements.</p> <ul style="list-style-type: none"> - Teachers agreed that the “relaxation activities” including workplace stretching exercises, golf practice, fitness and health program, self-compassion-Zentangle, board games and cookery class held on the first Staff Development Day could instil positive energy among teachers. - The 4/F and 6/F Staff Rooms were refurbished to provide better facilities for teachers and hence further boost teachers’ sense of belonging.
<p>3. To foster empathy and build caring interpersonal relationships at both the peer and community levels</p>	<p>Conduct a series of programs and activities to help students become more caring and develop empathy.</p> <ol style="list-style-type: none"> a. Require target participants among F.3-4 students to participate in service learning. b. Teachers discuss related topics in Religious Studies, Life & Society and language lessons. c. Form teachers discuss related topics with 	<ul style="list-style-type: none"> ● Students develop positive values and become more caring, thankful and empathetic towards others. ● 80% of the target participants complete the required number of community service hours. ● Positive feedback from students. ● Students are inspired by the sharing of the senior form students’ voluntary work experience. 	<ul style="list-style-type: none"> ● Check records of students’ service hours in Service Learning Program ● Check Scheme of Work of L&S and R.S. Departments ● Check morning assembly schedule ● Check report 	<ul style="list-style-type: none"> ● A series of programs and activities were conducted to help students develop positive values and become more caring, thankful and empathetic towards others at both the peer and community levels. a. A kickoff ceremony was conducted on the OLE Day. F.4 students signed up to take part in at least one service-learning activity, while putting their name on the reserve list for another activity. A couple of activities were conducted, and feedback was positive, they included: <ul style="list-style-type: none"> - flag selling days - Mid-autumn home visit to the elderly - Kindergarten storytelling visit

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
	<p>students whenever appropriate.</p> <p>d. Organize talks / workshops for students.</p> <p>e. Provide training for student volunteers.</p> <p>f. Invite F.4 students with active participation in community service to share their voluntary work experience with F.3 students (e.g. in a Form Teacher period or at the kick-off ceremony of the F.3-4 Service Learning Program).</p> <p>g. Add the element of social service to functional group activities or subject-based events.</p> <p>h. Provide information on volunteering opportunities.</p> <p>i. Nurture gratitude and reciprocal altruism among students.</p> <p>j. Invite alumni to share their social service</p>		<p>of Counselling Team</p> <ul style="list-style-type: none"> ● Check reports of CYC, VOT, Civic Education Team & Prefects Team ● Observation and feedback from teachers ● Feedback from students 	<ul style="list-style-type: none"> - Michaelmas Fair - Video making projects for the elderly - Teaching English to the elderly - Preparing Chinese New Year gifts for the elderly - Online visit to the elderly <p>Service learning activities were not available for this cohort of F.4 students last year due to the pandemic. Still being affected by the pandemic this year, about 85% of F.4 students nonetheless managed to complete at least one service learning activity.</p> <p>b. Related topics were discussed in lessons:</p> <ul style="list-style-type: none"> - R.S. (e.g. the life of Jesus , Good Samaritans, David and Daniel) - L.S. and L&S (e.g. topics related to poverty, wealth gap, equal opportunities, etc. - Chinese Language, English Language and Putonghua (e.g. articles about empathy and cherishing resources on Earth were shared) - F.1 Chinese (Dufu - the compassionate poet) - Geography (cultivate students' empathy through understanding natural hazards) - Music: A music concert by Hong Chi Association was planned to be held in January 2022. However, due to the pandemic, the concert was cancelled. <p>c. Individual form teachers used their class time to share with students how to handle frustration or</p>

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
	experience and gratitude towards TSK.			<p>getting along with classmates after having conflicts with the others.</p> <p>d. The following activities were organized:</p> <ul style="list-style-type: none"> - Mental wellness workshops for F.1-5 students were conducted by the school social workers in R.S. lessons. - A “Love and Integration” workshop was organized for all F.1 students during the post-examination period. Students participated enthusiastically in a series of games which promoted empathy, care, and mutual support. - The life wide learning activity “War Zone 90” was held by the school Civic Education Team and the VOT to cultivate students’ empathy and sense of global citizenship. <p>Positive feedback was received from both teachers and students.</p> <p>e. Trainings were given to:</p> <ul style="list-style-type: none"> - Prefects through workshops on the OLE day, regular meetings and training camps in November and December - F.3 mentors in the F.1 Mentoring Program - Members of Volunteers of TSK (VOT) and Community Youth Club (CYC) - F3 & F4 participants of BOCHK Sports Volunteer Programme in January - Volunteers who took part in home visits to the

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<p>elderly and online meetings with the elderly.</p> <ul style="list-style-type: none"> - Storytelling skills training was provided for F.3 students by the school social workers. - Volunteer Training workshops 「好心情」義工訓練 were conducted for some Form1 to 3 students by the school social worker during the Special Holiday. <p>f. Two F.5 students, who have been devoted volunteers, shared at the kick-off ceremony of the Service-Learning Programme.</p> <p>g. Home visits to the elderly in the Wanchai District were conducted jointly by the Civic Education Team and Service Learning Team.</p> <p>h. Volunteering activities were organized and brief introductions to the NGOs were given to the students via the Service-Learning Programme.</p> <p>i. Gratitude and reciprocal altruism were promoted through different means.</p> <ul style="list-style-type: none"> - Gratitude and Appreciation cards were given to parents and teachers by students on Parents' Day and Teachers' Day respectively. - Students were reminded to show care and support to the others who were in need. For example, when one student took sick leave for a long time, the form teacher encouraged her classmates to pray for her and show their

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<p>care through sending WhatsApp messages. The responses were positive.</p> <p>j. Due to the pandemic, sharing of alumni concerning the social service experience was cancelled.</p>
<p>4. To increase students' sense of national identity</p>	<p>Adopt a holistic approach to strengthen students' sense of national identity</p> <p>a. Conduct moral, civic and national education (MCNE) activities e.g. newspaper cutting and quizzes on Basic Law, National Security Law and social issues of Hong Kong, China and the world.</p> <p>b. Increase students' sense of national identity through subject panels and functional groups. (e.g. MCNE Committee, Chinese Language and Literature, Citizenship and Social Development, Chinese History and History.)</p> <p>c. Broaden students'</p>	<ul style="list-style-type: none"> ● Learning materials or activities related to strengthening national identity are adopted into the curriculum of various subjects and work plan of functional groups. ● Students' sense of national identity is enhanced. ● Positive feedback from teachers and students 	<ul style="list-style-type: none"> ● Check report of MCNE Committee ● Check report of National Security Working Group ● Check minutes of subject panels and functional groups ● Check ECA reports ● Teacher's observation 	<ul style="list-style-type: none"> ● A holistic approach was adopted to strengthen students' sense of national identity. A wide range of inter-class and life-wide learning activities were organized by the Civic Education Team, subject panels and functional groups. - Phase I of the Inter-class Quiz Competition related to the Constitution and the Basic Law was held. - Related reading materials were provided for students as reference before the competition to strengthen their understanding about the Constitution and their rights and responsibility under the Basic Law. - Phase II of the above competition was integrated into the Inter-house Quiz Competition. - Information about the Basic Law was displayed on the school campus. - On the National Security Education Day, students were encouraged to search for information concerning the concept of national security, the Constitution, and the Basic Law in the official website. It helped to foster a

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
	<p>horizons and strengthen their understanding of our country's development. (e.g. provide Mainland exchange opportunities or organize education tours for students to strengthen their understanding of our country's development through personal experience.)</p>			<p>sense of national identity and raise students' awareness of national security.</p> <ul style="list-style-type: none"> - All F.1-2 students participated in competition 「一國兩制」與《基本法》標語創作比賽 2021 organized by the Hong Kong Youth Nurture Association. The Civic Education Award (20-21) was given to students who helped to promote civic awareness in school. - The school joined The Sister School Scheme and formed a sister school pair with the Nanhai Bilingual Experimental School (佛山市南海雙語實驗學校). - The Civic Education Team promoted a wide range of programmes and activities as follows: <ul style="list-style-type: none"> ☐ The school participated in the 「香港基本法大使培訓計劃」 and a team of the Basic Law Ambassadors was formed. ☐ Some F.2 students participated in the 「憲法日認識國家問答設計比賽」 and the 「北京冬奧小知識問答設計比賽」。 ☐ The school participated in the 《「童」心展藝·識法—「兒童權利公約」推廣計劃 2021 》 and an F.4 student won the 「兒童權利公約」明信片設計比賽優異獎 ☐ a virtual tour and video sharing of the LegCo were conducted during the F.4 C.S. lessons.

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<ul style="list-style-type: none"> ☑ The life-wide learning activity, “War Zone 90” was held in Aug 2022. ☑ Some life-wide learning civic education activities were suspended because of the pandemic (e.g. High Court visit, elderly home visits). - To cultivate a sense of national identity, the national flag was displayed on every school day and the flag-raising ceremony was held on a weekly basis, on important days and special occasions, in accordance with the guidelines of the EDB. - Information about the national anthem, the national flag and the national emblem were emphasized during lessons of C.S. and L&S. - The Lion Dance Club was established this year aiming at enriching students’ understanding of the inheritance of Chinese tradition. - Music Department: the teaching of the national anthem in Music lessons - Teaching materials related to the Constitution, the Basic Law and the latest development of our country were incorporated into C.S., L&S and the L.S. curriculum. (e.g. The political systems of China and H.K., “One Country, Two Systems”, achievement in aerospace technology, etc.) - Geography Department: teaching of the development of China through different topics

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<ul style="list-style-type: none"> - Chinese Department: Teachers made good use of the teaching materials such as 《岳陽樓記》、《論仁 論孝 論君子》 to cultivate students' commitment and shoulder the responsibility of the society. - History Department: The importance of the conservation of Chinese cultural heritage was emphasized in the F.1 curriculum. China's modern history was taught in both junior and senior forms. - The ECA Committee, L.S. Department and History Department jointly organized a virtual tour to Tokyo and conducted experiential workshops for F.5 students to widen their horizons. - Virtual museum tours were organized during the Special Holiday to widen students' global perspective. - The life-wide learning activity "Global Perspectives: An adventure in Liberal Studies" was cancelled because of the pandemic.
5. To promote mental wellness	5.1 Adopt a whole-school approach to address	<ul style="list-style-type: none"> ● Students' emotional needs are identified and then 	<ul style="list-style-type: none"> ● Check Counselling 	<ul style="list-style-type: none"> ● A whole-school approach has been adopted to address students' needs. Teachers communicate

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>among students and teachers</p>	<p>students' emotional needs in the new normal.</p>	<p>referred to the relevant parties.</p>	<p>Team and Discipline Team records</p> <ul style="list-style-type: none"> ● Observation and feedback from teachers 	<p>via E-App groups to know about the attendance record, and physical and mental well-being of students during the suspension of face-to-face classes. Problem cases could be spotted out quickly and teachers worked together to help those students.</p> <ul style="list-style-type: none"> ● Counseling teachers, social workers, the speech therapist and the educational psychologist worked closely to offer supportive measures to students, parents and teachers, through individual counselling, referral and so on. ● The Educational Psychologist engaged actively in both case consultation and assessment. Moreover, he conducted a professional development workshop for teachers. ● School-based Speech Therapy Service - Participants of speech training were able to make encouraging progress in their language fluency and communication skills. The service included individual assessment, training and group therapy. ● Parents were invited to discuss with counselling teachers, social workers, the speech therapist and the educational psychologist about the students' emotional needs from time to time. ● The principal joined the Mental Wellness Program organized by school social workers

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<p>for all F.1-4 classes. Apart from sharing his learning experience with the students, he guided the students to set up a timetable with the help of some useful apps and reminded them of the importance of self-discipline during the suspension of face-to-face lessons. Moreover, he urged the students to stay connected with their friends and emphasized the significance of maintaining healthy peer relationships during the pandemic.</p> <ul style="list-style-type: none"> ● A series of activities were organized to promote students' mental wellness and increase positive energy. For example: <ul style="list-style-type: none"> - The "Online Meeting with the Principal" organized by the Student Association - The "Cheer You Up" program for F.1-5 students before the Final Examination. - Mental Wellness Program for F.1-5 classes - Workshop on Experiencing Zentangle for F.1-5 students - School social work service orientation for F.1 students - Nagomi art mental health workshops for F.1-3 students - Workshops on peer relationships and mental wellness for F.2 students - "Mind and Body Wellness" Workshop for F.3 students

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<p>The students well received all the workshops and programs; there was very positive and encouraging feedback from teachers.</p> <p>Some other activities could not be carried out due to the pandemic.</p> <ul style="list-style-type: none"> ● The school social workers encouraged all F.1-6 students to chat with them in TEAMS during the suspension of face-to-face lessons. A poster together with a Q.R. code was sent to all students with the help of form teachers. Students could make an appointment with them using a google form. A very positive and inviting atmosphere was nurtured. ● Small gifts were prepared by the school social workers to cheer up F.6 students during the mock examination and study leave. <ul style="list-style-type: none"> - hand-warmers; - candies together with encouragement messages and stickers; <p>These small gifts gave F.6 students support.</p> <p><u>Way Forward:</u></p> <p>More space will be created by the school for form teachers to strengthen bonding with students.</p> <p>Teachers will be encouraged to make good use of students' data concerning academic performance, discipline records and extra-curricular activities in order to have a better and thorough understanding</p>

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
				<p>of individual students and support their personal growth and development.</p> <p>The interaction between teachers and students will be further strengthened through different communication channels.</p>
<p>5. To promote mental wellness among students and teachers</p>	<p>5.2 Help students enhance resilience and increase positive energy.</p> <p>a. Revise MCNE materials for Form Teachers to use in Form-teacher periods.</p> <p>b. Teachers share their own life experience with students.</p> <p>c. Integrate the related elements and positive values into different subject curricula and functional group work plans.</p> <p>d. Implement a comprehensive program</p>	<ul style="list-style-type: none"> ● Positive feedback from Form teachers ● Students have enhanced resilience, developed more positive moral values and increased positive energy. ● Positive feedback from teachers and student participant of the program 「尊重生命，逆境同行」 	<ul style="list-style-type: none"> ● Check MCNE report ● Observation and feedback from teachers ● Check minutes of subject panels and functional groups ● Check Counselling Team records 	<ul style="list-style-type: none"> ● Students were guided to enhance resilience, increase positive energy and develop more positive values. a. A new set of MCNE materials, “Post-it” was prepared. The importance of perseverance and resilience were reinforced in the learning activity. b. - Teachers shared their life and learning experiences and learning skills with students during the lessons and form teacher periods. - The Principal and teachers were interviewed by School Press to share their life experiences. c. - Topics based on biblical characters’ experience (Stephen, Apostle Paul and David) were covered in the R.S. curriculum. - Music Department: Songs and hymns of positive values were taught and sung in music lessons and morning assemblies. - Chinese Department: Teachers made good use of the extensive reading scheme so as to

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
	entitled Joyful Scheme (「好心情計劃」) for junior form students and parents.			<p>expand the students' scope of reading, and nurture them to study seriously, appreciate themselves, and care for others.</p> <ul style="list-style-type: none"> - CML Department: The teacher shared his coding and fabrication experiences with the students. This encouraged them to observe and tackle the problems they face in learning. - English Department: The use of films and pop culture references like newspapers, magazine articles and videos about the stories of Olympic medalists were used to encourage students to pursue their dreams with resilience and perseverance. <p>d. A wide range of activities was organized by the school social worker under the comprehensive program entitled Joyful Scheme for F.1-3 students</p> <ul style="list-style-type: none"> - Board Game sessions - Nagomi art mental health workshops - War game activity - Volunteer Training Program <p>The feedback from both the students and the school social worker was good. The students engaged actively in different activities.</p>
5. To promote mental wellness	5.3 Enhance the mental wellness of teachers	<ul style="list-style-type: none"> ● Positive feedback from teachers 	<ul style="list-style-type: none"> ● Check minutes of Staff 	<p>a. Useful and meaningful staff development activities were carried out. Feedback from</p>

Targets	Strategies	Success criteria	Methods of evaluation	Evaluation
<p>among students and teachers</p>	<p>a. Organize activities related to mental wellness.</p> <p>b. Improve school facilities (e.g. a cozy common area).</p>		<p>Development Committee</p> <ul style="list-style-type: none"> • Staff consultation survey 	<p>teachers was satisfactory. On the first Staff Development Day, a sharing session by the Principal and some teachers on various topics was conducted. Based on the results of the survey, 96% of teachers agreed that the sharing was very useful or useful.</p> <p>Teachers agreed that the “relaxation activities” held on the first Staff Development Day could enhance teachers’ positive energy.</p> <p>b. Both the 4/F and 6/F staff rooms were refurbished to create a cozy working environment.</p> <p><u>Way forward:</u></p> <p>Continue to enhance teacher’s positive energy by organizing relaxation activities for teachers to improve their physical and mental health.</p>

Major Concern 3: Resources and Network Building

Targets	Strategies	Success Criteria	Methods of Evaluation	Evaluation
<p>1. Building up the public image of the school via the alumni network</p> <p>To utilize the alumni network so as to encourage more alumni to contribute to TSK</p>	<p>a. Continue to update and make use of the existing database of alumni contacts for communication.</p>	<ul style="list-style-type: none"> The database is used for communicating with the alumni to encourage them to participate in school and alumni activities. 	<ul style="list-style-type: none"> Check records / minutes of Alumni Association 	<ul style="list-style-type: none"> Senior alumni were contacted by committee members of the Alumni Association and the database of alumni contacts with year distribution was updated.
	<p>b. Arrange homecoming activities for alumni including lunch gatherings, photo-taking and ball games competitions, etc. in order to share with them the vision and mission, the recent development and the needs of TSK.</p>	<ul style="list-style-type: none"> More alumni develop a sense of belonging to the school. More alumni express their willingness to make contributions to TSK. The Alumni Invitation Relay in Athletics Meet / Swimming Gala is kept as a tradition in which alumni will be invited to form a team (or teams) to compete with current students. 	<ul style="list-style-type: none"> Feedback from alumni in terms of participation 	<ul style="list-style-type: none"> The AGM of the Alumni Association and a Fun Day for alumni were arranged in November 2021. The events were held successfully with alumni's enthusiastic participation. They were eager to visit the History Gallery and the school campus. However, the homecoming photo-taking activity was called off due to the COVID-19 pandemic. Under the pandemic situation, many school activities were cancelled, such as the Athletics Meet, Swimming Gala and Walkathon, as well as most of the inter-school sports competitions. The Speech Day was also rescheduled for July.

Targets	Strategies	Success Criteria	Methods of Evaluation	Evaluation
		<ul style="list-style-type: none"> • More alumni are invited to join various school activities, e.g. inter-school sports competitions (to support TSK students), Walkathon and Speech Day. 		
	<p>c. To liaise with alumni working in journalism industry to arrange media exposure for interviews, students' achievements, etc.</p>	<ul style="list-style-type: none"> • Articles or videos are published in the mass media and internal publications. 	<ul style="list-style-type: none"> • Check School Press (or other school publications) and Facebook 	<ul style="list-style-type: none"> • The interviews with alumni were postponed due to the COVID-19 pandemic.
	<p>d. Outstanding alumni will be invited by the School Press or other school publications for interviews. The articles will also be uploaded to the Facebook Page of the TSK Alumni Association.</p>	<ul style="list-style-type: none"> • Outstanding alumni are invited for interviews. • Articles are uploaded to the Facebook Page of the TSK Alumni Association. 	<ul style="list-style-type: none"> • Check School Press or other school publications • Check Facebook 	<ul style="list-style-type: none"> • Outstanding alumni were interviewed and articles were published in the School Press. The articles were also uploaded to the Facebook Page of TSK Alumni Association.
	<p>e. Set up a YouTube channel to share videos of school life.</p>	<ul style="list-style-type: none"> • A YouTube channel is set up and at least one video is shared with the public. 	<ul style="list-style-type: none"> • Check YouTube channel 	<ul style="list-style-type: none"> • A YouTube channel named '<i>TSK Video Gallery</i>' was set up to share videos of school life with the public.

Targets	Strategies	Success Criteria	Methods of Evaluation	Evaluation
<p>2. Tapping into resources available from alumni, parents and society</p> <p>2.1 To support the school development in different aspects</p>	<p>2.1 a. Showcase the latest developments and facilities of the school via platforms such as a YouTube channel.</p>	<ul style="list-style-type: none"> • A YouTube channel is set up and at least one video is shared with the public. • A donation platform (e.g. FPS) is built up. • Parents and alumni find the platform useful. 	<ul style="list-style-type: none"> • Check YouTube channel 	<ul style="list-style-type: none"> • Various video clips of the F.1 Admission Talk, including the Principal’s sharing, school curriculum and extra-curricular activities were shared with the public in the YouTube channel ‘<i>TSK Video Gallery</i>’ and on our school website. • Another YouTube Channel of the TSK Recital Studio, which is also open to the public, was created to share music videos produced by our Recital Studio Team. The productions included music performances by our students and other external music groups. The link of the YouTube videos was posted on the Facebook page of the Alumni Association. • Both YouTube channels received positive feedback from teachers, alumni and parents. • The donation platform was explored and discussed by the senior management. When the technical issues are solved, it will be launched.
	<p>b. Encourage alumni and parents to make donations to school. Provide digital platforms for receiving donations and dispatching receipts.</p>	<ul style="list-style-type: none"> • Alumni are encouraged to make donations to the school. • The alumni concerned express their appreciation to the school. 	<ul style="list-style-type: none"> • Check record / minutes of Alumni Association 	<ul style="list-style-type: none"> • Alumni were encouraged to make donations. New scholarships were set up. • Donations were collected during homecoming activities by the Alumni Association. • Donations from parents were not formally invited as the Walkathon could not be held due to the pandemic. • Some donations were received from the PPS account balances by parents of school leavers.

Targets	Strategies	Success Criteria	Methods of Evaluation	Evaluation
<p>2.2 To further develop our mentoring and tutoring programs for current students</p>	<p>2.2 a. Teachers nominate and encourage students to be mentors after graduation.</p>	<ul style="list-style-type: none"> F.6 students are nominated and encouraged to be mentors. 	<ul style="list-style-type: none"> Check recruitment records of Tutoring Program 	<ul style="list-style-type: none"> Mentors and tutors were recruited by invitation in WhatsApp groups with graduates studying in UGC-funded courses. Over a dozen of alumni returned to school in November 2021 to give peer sharings arranged by the Careers Committee.
	<p>b. Invite graduates with good results in the HKDSE to be tutors to cater for the needs of students in different subjects.</p>	<ul style="list-style-type: none"> More graduates with good results in the HKDSE are willing to help with the Tutoring Program. 	<ul style="list-style-type: none"> Check recruitment records of Tutoring Program 	<ul style="list-style-type: none"> Graduates with flying results were recruited as tutors in the Summer Bridging Programme for new F.1 students. F.6 Enrichment Courses were organized in October to November 2021.
	<p>c. Invite guests (including alumni, parents and others) to share their career or life experience with students.</p>	<ul style="list-style-type: none"> Guests are contacted to share their career or life experience at different events. 	<ul style="list-style-type: none"> Check minutes of Careers Committee and PTA 	<ul style="list-style-type: none"> The school social worker, alumni and alumni's parents were invited to share with F.5 & F.6 parents on the strategies in making careers and JUPAS choices in November 2022. St. James' Settlement was invited to give a sharing on life planning in March 2022. The talk was held online due to the pandemic. About 100 parents and students attended the talk and positive feedback was received from participants.

Targets	Strategies	Success Criteria	Methods of Evaluation	Evaluation
	d. Notify current teachers via eApp regarding activities held by the Alumni Association and encourage them to invite alumni to join the activities.	<ul style="list-style-type: none"> Current teachers are notified through email and eApp regarding the Alumni Association activities, and they help to invite alumni to join the activities. 	<ul style="list-style-type: none"> Check email and eApp 	<ul style="list-style-type: none"> Current teachers were notified through eApp regarding the AGM of the Alumni Association.
2.3 To strengthen the Student Mentorship Program	2.3 Conduct the Student Mentorship Program for F.4-5 students; a minimum of 3 mentor-mentee meetings are held.	<ul style="list-style-type: none"> The Student Mentorship Program for F.4-5 students is conducted. Mentors from different career backgrounds are recruited and invited to give advice to F.4-5 students. Positive feedback from mentors and students. 	<ul style="list-style-type: none"> Check results of evaluation form about Student Mentorship Program completed by mentors and mentees 	<ul style="list-style-type: none"> The Student Mentorship Program was unfortunately suspended again due to the COVID-19 pandemic. Next year's programme is pending for further advice from the Alumni Association.
2.4 To explore the possibility of different partnership programmes with the business sector and NGOs	2.4 Approach companies and NGOs to discuss possible partnership programmes	<ul style="list-style-type: none"> Entities from business sector or NGO are approached. 	<ul style="list-style-type: none"> Check records / minutes of Careers Committee and Service Learning Team 	<ul style="list-style-type: none"> The school took part in the HKGCC Business-School Partnership Programme and paired with The Great Eagle Company. However, the program was not conducted due to the COVID-19 pandemic.

Targets	Strategies	Success Criteria	Methods of Evaluation	Evaluation
				<ul style="list-style-type: none"> • Through the Funding Scheme for Youth Life Planning Activities, the school collaborated with St. James' Settlement in organizing life planning activities for students and parents at various levels. • The Life Buddies Programme "<i>Deloitte - Pass the Torch</i>" was conducted, and new F.4 participants were recruited. • The work experience programme organized by the Hong Kong Association of Careers Masters and Guidance Masters was unfortunately cancelled due to the pandemic after the completion of the application. • 10 F.4 & F.5 students took part in <i>Careers in a Nutshell</i> organized by Towngas Academy. • Service Learning activities were arranged in collaboration with various organizations, e.g., Wanchai Methodist Elderly Centre, St. John's Cathedral Life Enhancement Centre, Build & Wish Voluntary Team and Hong Kong Schools Sports Federation. • Other NGOs were also approached, but the service learning activities with them were cancelled due to the pandemic, e.g., Feeding Hong Kong and Crossroads Foundation.

Targets	Strategies	Success Criteria	Methods of Evaluation	Evaluation
<p>3. Planning for the school's 60th anniversary celebrations</p> <p>3.1 To encourage participation in celebrating the school's 60th anniversary</p>	<p>3.1</p> <p>a. Continue to encourage alumni and parents to participate in the school's 60th Anniversary celebrations at the meetings of the Alumni Association and PTA.</p> <p>b. Promote the school's 60th anniversary celebration activities through various social media platforms and in every forthcoming activity.</p>	<ul style="list-style-type: none"> Alumni and parents are encouraged to participate in the celebrations at various meetings. Celebration activities are promoted on social media platforms, email and different activities. 	<ul style="list-style-type: none"> Check record of Alumni Association and PTA Check Facebook posts 	<ul style="list-style-type: none"> Discussion among alumni and teachers on possible activities for the 60th Anniversary celebrations has been ongoing, e.g., homecoming events in January 2023. The PTA was informed of the celebration activities. Support and participation from parents were encouraged. Preparations for celebrations have been ongoing and all activities to be held were promoted on Facebook, IG and YouTube.
<p>3.2 To get alumni and parents involved in the promotion of the anniversary</p>	<p>3.2</p> <p>a. Invite teachers and parents to promote the school's 60th anniversary through their relationship with alumni.</p> <p>b. Enlist the help of ex-colleagues to contact the senior alumni.</p> <p>c. Organize design competitions (e.g. instant messenger stickers) and ball games for students and alumni.</p> <p>d. Design infographic for the 60th anniversary activities.</p>	<ul style="list-style-type: none"> Alumni are well informed of the 60th anniversary celebration events. Senior alumni are informed of the 60th anniversary celebration events. Details of the design competitions are confirmed and preliminary plans for the ball games are available. The design is in progress. 	<ul style="list-style-type: none"> Check record of Alumni Association Check draft design 	<ul style="list-style-type: none"> Preparations for the 60th Anniversary celebrations have been ongoing. The PTA and teachers were invited to help promote the celebration activities through their communication channels such as WhatsApp groups. Alumni, including senior alumni, were informed of the celebration events on social media platforms and by teachers. Preliminary plans for ball games for alumni and students were prepared. The Diamond Jubilee WhatsApp Sticker Competition would be held next year and details were confirmed.

SKH Tang Shiu Kin Secondary School
Report on Use of Capacity Enhancement Grant for 2021 – 2022 Academic Year

Means by which teachers have been consulted: At staff meetings

Task Area	Major Area(s) of Concern	Implementation Plan	Benefits Anticipated (e.g. in what way teachers' workload is Alleviated)	Implementation Schedule	Resources Required
To relieve teachers' workload in order to create space for teachers to enhance their teaching effectiveness	<ul style="list-style-type: none"> To help teachers follow up discipline matters & give guidance to students To relieve teachers of doing paper work for non-teaching duties 	<ul style="list-style-type: none"> To employ a teacher-assistant 	<ul style="list-style-type: none"> With the assistance of the teacher assistant, teachers will have some of the duties shared or taken away thus allowing them more time to counsel students & plan for lessons. With a homework detention class systemically organized, students should realize that they cannot escape from doing homework & their attitude towards doing homework will be more serious. To assist teachers in organizing, promoting and carrying out ECA, physical education and to provide administrative support 	Sept 21 to Aug 22	$\$4,250.00 \times 12 \times 1.05 =$ \$53,550.00
To reduce the class size and student-teacher ratio	<ul style="list-style-type: none"> To enhance students' academic performance 	To employ additional teacher so as to allow more split classes.	<ul style="list-style-type: none"> Teachers' workload reduced, allowing more time for teaching To share the workload of teachers in organizing, promoting and carrying out activities and after-school support program To facilitate human resources restructuring 	Sept 21 to Aug 22	Salary of the additional teacher: GM $\$13,147.20 \times 12 \times 1.05 =$ \$165,655.00
	<ul style="list-style-type: none"> To help teachers train students for Speech Festival (Chinese) 	<ul style="list-style-type: none"> To employ a part-time coach 	<ul style="list-style-type: none"> With the assistance of the coach, teachers will have more time for the core curriculum 	Oct 21 to Mar 22	\$10,000.00
Actual Expenses					\$ 229,205.00
Grant rec'd					\$ 642,934.00