



Chiu Lut Sau Memorial Secondary School Annual School Plan

2025-2026

Endorsed by SMC on 07.07.2025

Chiu Lut Sau Memorial Secondary School

1. School Vision

We provide students with a balanced education aiming at excellence in moral, intellectual, physical, interpersonal and aesthetic fields as well as at realizing the school motto - Wisdom, Virtue, Honesty and Progress.

2. School Mission

By means of teaching knowledge and skills professionally in the five fields, through formal curricula and extra-curricular programs, we develop in our students the quality of desirable behaviours and abilities.

3. School Motto

Wisdom (明), Virtue (善), Honesty (誠) and Progress (身)

4. Core Values of Education

We expect that our students can:

- (a) Acquire wisdom from academic pursuit (明辨是非, 求知達理);
- (b) Love others and serve the community (善愛他人, 惠澤社群);
- (c) Be an honest and upright person (誠實謙遜, 正直忠純);
- (d) Strive for improvement in every respect (身體力行, 奮進立新).

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Major Concern 1 : Augmenting students' intellectual inquisitiveness and capabilities to become efficacious learners

Feedback from the previous school year

- The diverse learning experiences have sparked the students' intellectual curiosity and motivation to learn. According to a school-based survey, majority of students and almost all teachers agree that the external academic activities, competitions, gifted education programmes and academic weeks helped cultivate the students' learning incentives and interests, which enriched their breadth of knowledge and generic skills.
- The S.1 and S.2 cross-curricular projects have strengthened students' inquisitiveness to explore knowledge and reinforced their research skills, empowering them to engage in independent learning and develop stronger learning interests. According to a school-based survey, majority of students and almost all teachers agree that project-based learning, which involves data collection, investigation, and presentation, inspired students' learning interests and enrich their subject knowledge.
- The reading-focused activities have strengthened students' language proficiency and stimulated their interest in reading, and they were well received by the students. Students show increased engagement in reading for pleasure though further efforts are needed to cultivate their reading habits.
- The assessment literacy workshops strengthen teachers' professional knowledge in using assessment data to enhance students' capabilities. With subject assessment data, such as the analysis of examination results, teachers are able to evaluate their teaching strategies and focus more on addressing students' learning difficulties.
- There has been an enhancement in students' learning capabilities through the strengthening of their information literacy skills. According to a school-based survey, majority of students agree that they were more capable of using, providing and communicating information, which enabled them to better utilize information literacy skills for learning.

Follow-up actions

- More students should be nominated to participate in various academic activities to stimulate their curiosity and motivation to learn. A wider variety of classroom activities with enhanced teacher-student interaction should be promoted to inspire students' engagement and curiosity. Teachers will strengthen the use of positive reinforcement and constructive feedback to encourage students to enhance their learning inquisitiveness and capabilities.
- Cross-curricular projects with more focused learning activities will be integrated to boost students' inquiry skills and curiosity.
- A greater variety of subject-based reading tasks and reading-focused activities will be introduced to reinforce students' reading habits and interests.
- A whole-school approach will continue to be adopted to effectively utilize assessment data and evaluation tools to strengthen students' learning effectiveness. Teachers will refine their teaching strategies and provide constructive feedback to address the students' learning needs, thereby supporting their improvements in academic performance.
- Learning tasks that incorporate elements of information literacy will be refined to further develop students' capabilities of using information to facilitate learning, thereby enhancing their capacity to extract and organise information, create and present new ideas.

Targets	Implementation Strategies	Success Criterion	Methods of Evaluation	Time Scale	Responsible person	Resources Required
1.1 To cultivate an enriching learning environment to engender students' curiosity and fortify their motivation to learn	<p>1.1.1 To strengthen students' learning motivation and curiosity through diverse learning experiences</p> <p>(a) nominating students to join in external academic activities, competitions and gifted education programmes/ trainings to stimulate their interest in learning</p> <p>(b) creating a supportive learning environment through increased whole school sharing/class-based sharing of academic gains to enhance students' sense of achievement and to boost their learning motivation</p>	<ul style="list-style-type: none"> Stakeholder Survey (teacher and student) results show improvement in the mean value of students' learning initiative inside and outside of the classroom compared to the previous year 70% of students agree that joining external academic activities enhances their motivation to learn new knowledge 70% of students agree that the peer sharing sessions of academic gains motivate them to explore and participate in the related academic activities 70% of teachers agree that students demonstrate increased enthusiasm and willingness to participate in extended learning activities, such as academic competitions, reflecting strengthened intrinsic motivation 	<ul style="list-style-type: none"> Teachers' and Students' Survey Teachers' observation Scrutiny of the learning outcomes Stakeholder Survey 	Whole year	<ul style="list-style-type: none"> HODs and subject teachers Gifted Education Team 	<ul style="list-style-type: none"> DLG LWL Grant SCBG

Targets	Implementation Strategies	Success Criterion	Methods of Evaluation	Time Scale	Responsible person	Resources Required
	<p>(c) organizing subject-based academic weeks that provide students with opportunities for immersive and interdisciplinary learning experiences, especially those incorporating game-based or interactive elements</p> <p>(d) enhancing interactive class engagement by promoting active dialogue and effective questioning, where students are encouraged to express curiosity</p>	<ul style="list-style-type: none"> • 70% of students indicate that participation in academic week activities strengthens their motivation to pursue related learning beyond class time • 70% of teachers agree that students demonstrate increased intellectual curiosity and engagement, as reflected by their active participation in class activities and their willingness to seek learning opportunities proactively • 70% of students agree that classroom activities and teacher-student interactions made learning more enjoyable and interesting, motivating them to engage more deeply • Stakeholder survey results from both teachers and students indicate an improvement in the mean values regarding teachers' questioning and feedback in inspiring students' thinking. 				

Targets	Implementation Strategies	Success Criterion	Methods of Evaluation	Time Scale	Responsible person	Resources Required
	<p>1.1.2 To empower students with the skills for inquiry-based learning, such as identifying problems, exploring new knowledge and developing generic skills, through cross-curricular projects in junior levels</p> <p>(a) S1: Our Community (English, Geography, History)</p> <p>(b) S2: STEAM (Science, Mathematics, Design and Technology, Computer Literacy and Visual Arts)</p>	<ul style="list-style-type: none"> 70% students are able to demonstrate their analytical thinking, research skills, problem solving skills and ability to make cross-disciplinary connections 				
1.2 To enhance students' language proficiency and nurture their reading habits	<p>1.2.1 To increase students' language proficiency through facilitating their engagement with reading materials, e.g.</p> <p>(a) providing complementary reading materials for the English Speaking Days</p> <p>(b) refining the subject-based reading materials by:</p> <ul style="list-style-type: none"> selecting both online and print texts that are relevant to the subject discipline integrating reading tasks that reinforce subject-specific vocabulary and comprehension skills <p>1.2.2 To reinforce students' reading habits</p>	<ul style="list-style-type: none"> 70% of students agree that the reading materials can enhance their language skills Borrowing records, including printed copies and eBooks from the school library, have increased by 5%, compared to the previous year The stakeholder survey results (student) show an improvement in the mean value of leisure reading outside class compared to the previous year 	<ul style="list-style-type: none"> Teachers' and Students' Survey Teachers' observation Scrutiny of the learning outcomes Stakeholder Survey and APASO III 	Whole year	<ul style="list-style-type: none"> HODs and subject teachers Reading to Learn Team School Librarian 	<ul style="list-style-type: none"> LWL Grant Promotion of Reading Grant Library Grant

Targets	Implementation Strategies	Success Criterion	Methods of Evaluation	Time Scale	Responsible person	Resources Required
	through spearheading reading-focused activities (e.g. Reading Award Scheme, library visits, author talks and thematic book displays)	<ul style="list-style-type: none"> The APASO III results show that students spent more reading time for enjoyment compared to the previous year 				
1.3 To promote students' learning capacity for attaining academic success	<p>1.3.1 To promote assessment literacy to augment the efficacy of students' learning</p> <p>(a) strengthening the use of assessment data (e.g., examination markers' reports, item analysis, performance trends) to fine tune learning and teaching strategies to enhance students' learning capacities</p> <p>(b) guiding students in reflecting on their learning with teachers' constructive feedback</p> <p>1.3.2 To nurture students' digital and information literacy to enhance their learning effectiveness and promote the ethical use of information</p> <p>(a) integrating the elements of information literacy into subject curricula through the utilization</p>	<ul style="list-style-type: none"> 100% of subject departments made use of the assessment data in post-assessment reviews to refine their learning and teaching strategies 70% of teachers report that the fine-tuning teaching strategies and/or assessment practices, can better address students' learning difficulties and enhance learning outcomes 70% of students agree that teacher feedback provides constructive suggestions on how to enhance their learning capacity 70% of teachers report successful integration of the iClass VoD Platform into their teaching, including both direct use of the platform and the design of tailor-made exercises or 	<ul style="list-style-type: none"> Teachers' and Students' Survey Teachers' observation Scrutiny of the learning outcomes 	Whole year	<ul style="list-style-type: none"> HODs and subject teachers 	<ul style="list-style-type: none"> LWL Grant SCBG

Targets	Implementation Strategies	Success Criterion	Methods of Evaluation	Time Scale	Responsible person	Resources Required
	<p>of the "iClass VoD Platform" provided by the University of Hong Kong</p> <p>(b) encouraging students' participation in activities related to information literacy</p>	<p>classroom activities based on its content</p> <ul style="list-style-type: none"> • 70% of teachers report that students demonstrate information literacy skills, such as extract and organise information, create and present new ideas • 80% of students agree they have improved in using digital tools, evaluating information sources, and understanding ethical use of technology 				

Major Concern 2: Fostering Students' Holistic Well-being: Empowering Physical, Social and Mental Health through Positive Values Education

Feedback from the previous School year

- The school made steady progress in supporting students' self-awareness, self-appreciation, and problem-solving skills. Level-based programmes such as the S1 and S4 Bridging Programmes helped students develop a growth mindset and learn coping strategies. Activities like motivational talks and reflective writing contributed to improvements in confidence and adaptability, as supported by student feedback and teacher observations. These outcomes indicate that the goals of Target 2.1 were largely achieved.
- Student well-being continued to be a priority. The SOUL Keeper Workshop supported emotional expression early in the school year. The 4Rs Charter and PERMAH model were embedded in daily practices, helping to create a more supportive environment. School activities promoting resilience, filial piety, and National Identity were delivered through assemblies and student-led competitions. Teachers observed signs of growth in self-discipline and respectful behavior.
- To foster civic awareness and a stronger sense of identity, the school carried out a range of initiatives. Morning assemblies and National Flag speeches addressed the 12 Priority Values and National Security Education topics. Academic Week focused on cultural values, and English Speaking Day encouraged reflection on kindness and global citizenship. On National Constitution Day, hands-on learning activities helped reinforce understanding of civic duties. Post-event survey results showed that many students felt more aware of constitutional principles and responsibilities.
- Additional opportunities—such as civic education competitions, poster displays on national achievements, and donation drives—encouraged students to reflect on their roles in both local and global communities.
- Together, these efforts suggest that the school met the key targets of Major Concern 2, with students showing growth in values awareness and engagement.

Follow-Up Actions

- Promoting positive education remains central to the school's direction. Building on last year's successful integration of concepts like growth mindset, the PERMAH framework, and character strengths, we will continue embedding evidence-based well-being practices across both formal and informal curricula. Guided by the 4Rs Mental Health Charter, our goal is to provide a supportive learning environment where students grow academically, emotionally, and socially. This includes nurturing a school culture grounded in empathy, resilience, and holistic development.
- In response to the evolving needs of adolescents, we will deepen efforts to nurture empathy and responsibility. While last year's focus on resilience, filial piety, and school belonging proved meaningful, this year we aim to guide students toward greater emotional awareness, empathy, social accountability, and care for others—laying the foundation for a more compassionate and connected school community. Through targeted positive education strategies, we will also support students in developing self-awareness, emotional resilience, and the ability to navigate relationships—preparing them for the complexities of personal and social growth.
- We also recognise the importance of healthy habits in student well-being. Emphasis will be placed on promoting physical activity and encouraging thoughtful lifestyle choices that support long-term health. In line with our whole-school well-being philosophy, we will continue to enhance mental health initiatives and reinforce family-school partnerships. Based on positive feedback from last year's parent programmes, we intend to expand relevant, targeted initiatives that support parenting and character education at home.
- As part of our ongoing commitment to fostering National and Global Identity, we aim to deepen students' understanding of civic responsibility and cultural empathy at both the local and global levels. Building on previous efforts that emphasized values such as resilience and filial piety, we will broaden value-based learning opportunities. These initiatives are designed to help students grow into informed, responsible, and compassionate citizens in today's interconnected world.

Targets	Implementation Strategies	Success Criterion	Methods of Evaluation	Time Scale	Responsible person	Resources Required
<p><u>Building inner strength:</u></p> <p>2.1 To strengthen students' self-awareness, self-appreciation, and acquisition of problem-solving strategies</p>	<p>2.1.1 To foster a robust sense of self-worth and personal-agency within the student body through an array of activities</p> <p>(a) Empower students to take charge of their personal growth by fostering their self-understanding, acceptance and self-exploration through targeted workshops and programmes (e.g. character strengths tests)</p> <p>(b) Implement structured routines for students (e.g., S1 daily handbook checks, task-tracking) to cultivate their organizational and self-management skills</p> <p>2.1.2 To cultivate students' resilience and equip them with an optimistic mindset to approach and resolve challenges proactively</p> <p>(a) Incorporate workshops and activities on resilience and positivity (e.g. methods of managing pressure during Class Teacher Periods and morning assemblies)</p> <p>(b) Support students' mental well-being and cultivating positive mindsets through the monthly 'Create My Own Sunshine' reflective programme.</p>	<ul style="list-style-type: none"> Majority of students agree that the activities promoted their self-awareness, self-appreciation and problem-solving skills Teachers agree that students demonstrated the skills in overcoming challenges Improvement shown in the ratings of APASO III (Psychological Health) and stakeholder survey 	<ul style="list-style-type: none"> Teachers and students' survey, including APASO III and Stakeholder Survey Scrutiny of learning outcomes 	Whole Year	<ul style="list-style-type: none"> Student Development Committee Healthy School Programme Counseling Team Discipline Team Class Management Team 	<ul style="list-style-type: none"> LWL Grant ECA Fund Beat Drugs Fund
<p><u>Building a wellness-central school community</u></p> <p>2.2 To foster a vibrant,</p>	<p>2.2.1 To strengthen the promotion of mental health at school</p> <p>(a) Implement the 4Rs Mental Health Charter (Rest, Relaxation, Relationships, Resilience) across formal and informal curricula and embed well-being practices (such as meditation, breathing exercise and</p>	<ul style="list-style-type: none"> Majority of students demonstrated their awareness of the 4Rs Mental Health Charter and find it useful for developing a healthy mindset Improvement shown in 	<ul style="list-style-type: none"> Teachers and students' survey, including APASO III and 	Whole Year	<ul style="list-style-type: none"> Academic Affairs Committee Student Development Committee Counseling 	<ul style="list-style-type: none"> LWL Grant ECA Fund One-off MVPA60 Grant One-off Parent

Targets	Implementation Strategies	Success Criterion	Methods of Evaluation	Time Scale	Responsible person	Resources Required
inclusive school culture that encourages healthy lifestyles, mental and social well-being	<p>trendy sports) in morning assemblies, Class Teacher Periods, and mass programme</p> <p>(b) Promote mental health and class bonding by enhancing class management activities and inter-class sports competitions (such as volleyball and basketball)</p> <p>2.2.2 To cultivate students' physical, social and mental well-being by developing healthy habits</p> <p>(a) Promote widespread participation in physical exercise among students by stimulating their enthusiasm through the scheme MVPA 60, introducing new sports, and organising inter-class and inter-house competitions, Star of Fitness Award for students with needs.</p> <p>(b) Encourage students to adopt sustainable habits (e.g. health diet and sleep hygiene) for long-term well-being</p> <p>2.2.3 To strengthen parents' education in mental health to support their child</p> <p>(a) Invite speakers to conduct talks and workshops with a special emphasis on understanding and supporting adolescents' well-being during puberty, while also utilizing a dedicated online platform to share practical parenting tips.</p> <p>(b) Organize interactive activities to nurture a positive parent-child relationship (e.g. cooking classes)</p>	<p>the ratings of APASO III (Psychological Health, Physical Health , Self-concept and Family Involvement) and stakeholder survey</p> <ul style="list-style-type: none"> Increased participation rate and improved student performance in MVPA 60 scheme 	<p>Stakeholder Survey</p> <ul style="list-style-type: none"> Scrutiny of learning outcomes 		<p>Team</p> <ul style="list-style-type: none"> Sex, Family and Health Education Team Parent and Teacher Association Sex and Family Education 	Education Grant

Targets	Implementation Strategies	Success Criterion	Methods of Evaluation	Time Scale	Responsible person	Resources Required
<p>Values Education:</p> <p>2.3 To instil in students positive values and attitudes</p> <p>Highlights of the year: Empathy Responsibility National Identity</p>	<p>2.3.1 To inculcate in students an appreciation of proper values and attitudes, and respect for pluralism society by integrating values-based themes</p> <p>(a) Develop students' empathy, responsibility and core competencies through peer-support initiatives and the monthly 'Create My Own Sunshine' reflective programme</p> <p>(b) Reinforce student sense of responsibility by engaging them in school services</p> <p>(c) Integrate values-based content across subject areas and activities to deepen students' sense and understanding of empathy and responsibility</p> <p>2.3.2 To enable students to become informed and responsible citizens with a sense of national and global identity by organizing activities on Chinese culture and history, civic education, and global issues</p> <p>(a) Strengthen the holistic approach to learning of national security</p> <p>1) Refine the NSE learning and teaching materials by all subject departments</p> <p>2) Build self-awareness and a sense of responsibility in safeguarding national security through both formal and informal curricula</p>	<ul style="list-style-type: none"> Students demonstrate empathy and responsibility in daily interactions Students show understanding and awareness on national and global issues Teachers provide positive feedback on students' demonstration of empathy, sense of responsibility, and understanding of national and global identity.– Maintain the high ratings in APASO III (National Identity) and the stakeholder survey 	<ul style="list-style-type: none"> Teachers and students' survey, including APASO III and Stakeholder Survey Scrutiny of learning outcomes 	Whole Year	<ul style="list-style-type: none"> Academic Affairs Committee Student Development Committee Moral and Civic Education Discipline Team Class Management Team Counseling Team Environmental Education Team 	<ul style="list-style-type: none"> ECA Fund LWL Grant

Targets	Implementation Strategies	Success Criterion	Methods of Evaluation	Time Scale	Responsible person	Resources Required
	(b) Foster students' understanding of both national and global issues, emphasizing their roles in an interconnected world through diverse on-campus activities and thematic sharing sessions, such as sustainability fairs, cultural exchange days, and discussions on topics like climate change and digital citizenship.					