Major Concern 1 - Empowering students to become active learners for lifelong learning.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.1 To create an active learning environment through fostering students' engagement in learning activities.	1.1.1 To elevate students' learning capacity and proactiveness through organising training programmes on effective study skills, including note-making skills, memory skills, reading skills and revision skills. (a) Organising study skill workshops for S1-S3 students. (b) Learning tasks requiring students to apply study skills will be designed. S1: Chinese Language S2: English Language S3: Life and Society	• Majority of students agree the training programmes can better equip them with study skills. • Majority of students agree that the study skills they learnt help enhance their learning capacity.	• Teachers and Students' Survey • Teachers' observation • Scrutinize notebooks and assignments	Whole Year	• Team Members of Major Concern 1 • HODs and subject teachers	• LWL Grant
	1.1.2 To allow students acquire broad and solid knowledge base, arouse their intellectual curiosity and cultivate a peer learning culture through academic activities and gifted education programmes. (a) Enhancing peer learning culture by implementing peer assessment in S1-S3 - At least one peer assessment exercise is adopted by the following Departments:	• Majority of students agree that the peer assessment activities can promote their learning. • Majority of students agree the extended learning opportunities can enhance their learning capabilities and broadened their knowledge base. • Majority of students agree that a peer	• Teachers and Students' Survey • Teachers' observation • Students' performance in internal sharing sessions • Scrutinize peer assessment materials	Whole Year	• Team Members of Major Concern 1 • HODs and subject teachers • Gift Education Team	• LWL Grant • DLG Grant

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	S1: HE, D & T S2: VA, PTH S3: Mathematics, Music and P.E. (b) Encouraging students to join interschool competitions (e.g. International Junior Science Olympiad) (c) Nominating students to attend gifted courses/programmes offered by external organizations (e.g. "Distinguished Master, Accomplished Students" Mentorship Programme and courses offered by HKAGE and tertiary institutions). (d) Arranging internal sharing for students who completed the gifted programmes organized by external organizations.	learning culture can be promoted by the reading activities.				
	1.1.3 To enhance the skills in reflection and generating higher order thinking questions to promote active learning. S.4: Chinese History, Geography, History and Chinese Literature S.5: Physics, Chemistry, Biology, Economics, BAFS	• Majority of students agree that their learning capability and engagement in class activities can be promoted through active learning	• Teachers and Students' Survey • Teachers' observation • Scrutinize assignments			
1.2 To cultivate reading to learn culture to	1.2.1 To allow students to construct a broad knowledge base, improve their language	• Majority of participants agree that the reading activities enhance their	• Students' Survey • Teachers'	Whole Year	• Team Members of Major Concern 1	• LWL Grant • Library Grant

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
enhance students' capacity for life-long learning.	proficiency, enrich their reading experiences and promote a reading culture at school by organising reading activities. (a) Organising book sharing by students, teachers, alumni and parents to promote a reading culture. (b) Organising library tours and thematic book exhibitions.	interest in reading. • Number of sharing on the CLSMSS Reading for Fun Platform increases when compared with that of the previous school year. • Reading activities / assignments are included in the programme plans of subject departments. • KLAs provide reading texts for RAC. • A resource bank of multi-disciplinary articles is set up with extensive reading articles and learning tasks contributed by KLAs.	observation • Loan record of the school library		• Reading to Learn Team • School Librarian • HODs and subject teachers • Teachers of S5 reading lessons	
	1.2.2. To promote reading across curriculum through collaboration of the school library, different KLAs and functional teams. (a) Preparing theme-based reading materials ➢ related to the *Seven Learning Goals of Secondary Education* (e.g. Information Literacy, Healthy Lifestyle, Life Planning, National and	• Students show interest in book exhibition • Majority of students agree that the reading materials enhance their interest in reading and learning capacity.	• Scrutinize reading materials, teaching materials and assignments • Quality and quantity of the resource bank	Whole Year	• Team Members of Major Concern 1 • Reading to Learn Team • School Librarian • HODs and Subject teachers	• LWL Grant • Library Grant

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	Global Identity etc.) ➢ embedded with the Ten Priority Values for Education(e.g. perseverance, national identity and empathy) ➢ strengthened reading across curriculum (b) Setting up a RAC materials corner in the library and a Resource Bank with RAC articles and learning tasks. (c) Incorporating a reading lesson in formal curriculum for S5.					
1.3 To enhance students' generic skills and increase their breath of knowledge by promoting STEAM Education	1.3.1 To incorporate STEAM education in the junior form curriculum through cross-curricular project learning such as Greenhouse Effect Project and Solar-powered Floating Platform Project.	• Majority of participants agree that their knowledge and generic skills in STEAM-related projects are enhanced.	• Students' Survey • Teachers' observation • Scrutinize the record of project learning	Whole year	• STEAM Education Team • D&T Department • Computer Department • HODs and subject teachers	• LWL Grant • Innovation Lab Grant
	1.3.2 To strengthen students' creativity and problem-solving skills and IT skills by promote STEAM activities / competitions. (a) Organising IT-related workshops and training courses, such as drone coding for aerial mission, advanced drone coding swarm fly project, motion	• Majority of participants agree that the STEAM related courses / activities foster their creativity, problem-solving skills and IT skills. • Majority of participants agree that the workshop for primary students / schoolmates helps	• Students' Survey • Teachers' observation • Scrutinize the record of course materials	Whole Year	• STEAM Education Team • Computer Department • HODs and subject teachers	• LWL Grant • Innovation Lab Grant

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	sensing and capture production course, etc. (b) Organising workshops for primary students / schoolmates to showcase the learning outcomes of STEAM related activities.	enhance their communication skills.				
1.4 To elevate teachers' professionalism through promoting collaborative culture and tapping external resources.	1.4.1 To enhance teaching strategies through collaborative planning of lessons and engaging external support services. (a) Organising theme-related collaborative exercise across different subject departments to reinforce professional interflow. (Each teacher engages in at least one collaborative exercise which includes collaborative lesson planning, peer lesson observation and post-lesson discussion.) (b) Developing a resource bank of collaborative lesson plans for teachers' sharing (c) Refining teaching pedagogies with external professional support for Science KLA and STEAM education.	• A resource bank of collaborative lesson plans is developed. • Majority of teacher agree that collaborative exercise and the resource bank promoted professional sharing. • Science and IT teachers agree that the external professional support enhanced their professionalism.	• Teachers' survey • Scrutinize of collaborative exercise record and the resource bank	Whole Year	• Team Members of Major Concern 1 • STEAM Team • Science KLA coordinator • HODs and subject teachers	• SCBG

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	1.4.2 To encourage teachers to attend courses related to eLearning / STEAM / RAC / new education trend and pedagogical skills. (a) Attending seminars and workshops to polish the learning and teaching strategies (b) Sharing good practices with panel members during departmental meetings and build up in-house sharing culture.	• Majority of teachers attend at least one seminar / course / workshop related to eLearning / STEAM / RAC / other active learning strategies. • At least 2 internal sharing sessions are organized by each subject department.	• Teachers' survey • Scrutinize of teachers' CPD records	Whole Year	• Team Members of Major Concern 1 • HODs and subject teachers	• SCBG

Major Concern 2 – Nurturing students' positive values and attitude for personal growth.

Targets	Strategies		Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.1 To enhance students' self-management skills and to foster the quality of self-respect and self-discipline among students.	2.1.1	To enhance students' personal growth by developing their self-management skills (e.g. time management, emotional management, health management, etc.) (a) Organising an S1 Adjustment Programme to allow them to adopt to secondary life and develop appropriate behavior. (b) Arranging talks / workshops / class periods activities to enhance S1-S6 students' self-management skills.	• Majority of students agree that the training programmes help enhance their self-management skills. • Majority of students give positive feedback in the post-activity survey. • Subject teachers give positive feedback on students' performance.	• Feedback and observation from teachers • Survey / Feedback from students • APASO Survey	Whole Year	• Counselling Team • Student Development Committee • Healthy School Programme • Health Education Team	• LWL Grant • ECA Fund • Beat Drug Fund
	2.1.2	To reinforce students' sense of self-respect and self-discipline through inter-class competitions and other school activities (a) Organising assemblies related to self-respect and self-discipline. (b) Organising inter-class punctuality competition, inter-class cleanliness competition, inter-class energy-saving competition, etc.	• Teachers and students agree that students show good self-discipline and display decent behavior • Students are actively engaged in inter-class competitions and agree that the activities strengthen their understanding of self-respect and self-discipline. • Teachers' observation	• Feedback and observation from teachers • Survey or Feedback from students • Stakeholders' Survey	Whole Year	• Discipline & Student Attendance Team • Class Management Team • Counselling Team	• LWL Grant • ECA Fund

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.2 To develop students' careers aspirations and foster their life-planning skills.	2.2.1 To develop junior form students' abilities in self-understanding and goal-setting (a) Helping students make realistic self-assessment of personal qualities, abilities and personal goals through workshops in Class Teacher Periods. (b) Assisting S3 students to explore elective options and study / career goals through individual career guidance.	• Majority of students agree that the activities help them set career/ learning goals. • Majority of S3 students agree that the career activity is effective in helping them explore study options.	• Survey or Feedback from students • Teachers' observation of students' performance • APASO Survey	Whole Year	• CLP Team • Counselling Team • Student Development Committee • Academic Affairs Committee	• LWL Grant • ECA Fund
	2.2.2 To help senior form students set their study/career plan and make informed choices of further studies and careers. (a) Arousing students' awareness of multiple pathways for further studies and career development through mass programmes and workshops. (b) Providing students with individual and group guidance on further education opportunities. (c) Enriching students' work-related experiences by organising workplace visits, internship, career talks, workshops through support from alumni and community resources and external organizations.	• Majority of students give positive feedback in the post-activity survey. • Majority of students agree that they have a better understanding of different careers, respective skills required, careers prospects and pathways.	• Survey or Feedback from students • Teachers' observation on students' performance • APASO Survey	Whole Year	• CLP Team • Student Development Committee	• LWL Grant • ECA Fund

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.3 To inculcate in students' positive values through formal curriculum and mass programmes so as to promote mentally and physically healthy lifestyles among the students. Highlights on the positive values and themes of the school years: Perseverance & Resilience2021-2022 Respect & Responsibility 2022-2023 Serving the school and community 2023-2024	2.3.1 To build a positive school culture through formal curriculum and mass programmes. (a) Fine-tuning Class Teacher Period materials for all levels to integrate positive value education. (b) Developing positive values and a growth mindset through school-based handbook 'Create My Own Sunshine' for S1 – S3. (c) Subject departments integrate positive values in class teaching. E.g. including themes on positive values in Chinese and English writing exercises. (d) Incorporating values education in the reading materials for junior levels and reading lessons for S5 (e) Functional teams promote positivity through assemblies and organising activities and programmes, (e.g. Wellness Carnival, Art therapy, Healthy School Programmes, etc.) (f) Incorporating information literacy ethics into formal curriculum (e.g. Computer Literacy) to promote the virtues of respect and responsibility	• Majority of students agree that they have a better understanding of the importance of positive values. • Majority of S1 – S3 students agree that the handbook 'Create My Own Sunshine' helps them develop positive values and a growth mindset. • Majority of students give positive feedback in the post-activity survey. • Majority of students agree that a positive school culture is being built in the school.	• Teachers' observation on students' performance • Survey / Feedback from students • Stakeholders' Survey • APASO Survey • Scrutinize students' assignments	Whole Year	• Subject Departments • Class Management Team • Student Development Committee • Moral Education Team • Counselling Team • Functional Teams • Healthy School Programme • Assemblies Team • HODs and subject teachers	• LWL Grant • ECA Fund • Beat Drug Fund

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	2.3.2 To create a positive classroom climate through inter-class management, positive reinforcement and class activities (a) Providing support to teachers on good practices of class management (e.g. through sharing of good practices of class management at Class Teachers' meetings). (b) Cultivating a positive culture of appreciation (e.g. acknowledging students' effort and good work) and strengthening unity through class-based activities (e.g. A Date with Class Teacher, Inter-class Busker Competition, Inter-class Academic Quizzes, "One-student-one-position in class" Programme, etc.)	• Students are actively engaged in the activities. • Majority of students agree that a good rapport has been developed in class. • Majority of students agree that a positive culture of appreciation and unity have been strengthened in class.	• Teachers' observation of students' performance • Survey or Feedback from students • APASO Survey	Whole Year	• Class Management Team • OLE Committee • Student Development Committee • Moral Education Team	• LWL Grant • ECA Fund • Beat Drug Fund
2.4 To develop students' care for others, school & community and to cultivate the spirit to serve.	2.4.1 To encourage students to participate in uniform groups and school teams to serve others, e.g. • Boy Scouts, Girl Guides and other uniform groups, • serve as student ambassadors of various functional teams, e.g. Civic Education, Moral Education, etc., and • serve as student helpers of various supporting units, e.g.	• Every S.1 student joins and serves at least one uniform group or school team. • An increase in the number of student helpers serving at school functions.	• Teachers' observation of students' performance • Survey or Feedback from students • APASO Survey	Whole Year	• Student Development Committee • Civic Education Team • Moral Education Team • Environmental Education Team	• LWL Grant • ECA Fund • Beat Drug Fund

Targets		Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
		School Library, Hall Support Team, etc. Every S.1 student is required to join and serve at least one uniform group or school team.				• Education Team • Healthy School Programme	
	2.4.2	To provide community service opportunities with collaboration with alumni and / or external organisations. Community service opportunities will be provided to students through the school events.	• Majority of students participate in at least one community service programme. • Majority of student participants understand the importance of serving the others.	• Teachers' observation of students' performance • Survey or Feedback from students • APASO Survey	Whole Year	• Student Development Committee • ECA and OLE Team • Community Service Team • Alumni Association	• LWL Grant • ECA Fund • Beat Drug Fund
2.5 To provide opportunities for students to enhance their understanding of community and the home country so as to enhance their national and global identity	2.5.1	To enhance students' understanding of the community, home country and the world through visits, project-based learning and cultural activities. (a) Subject departments, ECA clubs and functional teams organize workshops, visits, field trips, project-based learning or cultural activities to enhance students' understanding of the community, national and global identity (b) Organizing exchange activities with the Sister school to deepen students' understanding of the home country	• Majority of students agree that they have a better understanding of the community, home country and the world • Students' civic awareness enhanced. • Students' sense of national and global identity is strengthened.	• Teachers' observation of students' performance • Feedback from Teachers • Scrutinize related record and other documents	Whole Year	• HODs and subjects Departments • OLE Committee • Civic Education Team • Sister School Scheme	• LWL Grant • ECA Fund • Sister School Grant

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	(c) Incorporating National Education in formal curriculum (e.g. Citizenship and Social Development, Life and Society)					