

Chiu Lut Sau Memorial Secondary School
Evaluation of Annual School Plan 2022-2023

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

Targets/ Objectives	Strategies	Time Scale	Success Criteria	Evaluation	Way Forward								
1.1. To create an active learning environment through fostering students' engagement in learning activities.	<div>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.</div> <div>(a) Organising study skill workshops for S1-S3 students.</div> <div>(b) Learning tasks requiring students to apply study skills will be designed.</div> <div>➤ S1: Chinese Language</div> <div>➤ S2: English Language</div> <div>➤ S3: Life and Society</div>	Whole year	<ul style="list-style-type: none">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.	<div>➤ Three mass effective study skills workshops were held from September 2022 to March 2023 to develop the S.1- S.3 students' note-making skills, memory skills and revision skills.</div> <div>➤ To help the students apply the study skills in an integrative manner, subject teachers of Chinese Language, English Language and Life and Society designed learning tasks which allowed S.1-S.3 students to practice note-making skills.</div> <div>➤ According to the survey on Major Concern 1, 87% of junior form students agreed the study skills workshops could benefit their proactive learning and 60% were applying the skills to facilitate their revision.</div> <div>➤ To empower the students' learning initiative, some Subject Departments used the online learning platforms to deepen the senior form students' subject knowledge and develop their self-directed learning habits. Students completed the pre-lesson preparation and revision in their own pace with the online materials. For example,</div> <table><tr><th>Learning Platform</th><th>Subject Departments</th></tr><tr><td>Online Question Bank of Edcity</td><td>Mathematics, Physics, Chemistry, Biology, Economics, Geography, ICT and BAFS</td></tr><tr><td>Diagnostic Feedback System of HKEAA(DFS)</td><td>Mathematics, Physics, Chemistry, Biology, Economics and BAFS</td></tr><tr><td>Nature Rescue of Green Power</td><td>Geography</td></tr></table> <div>➤ According to the feedback of the teachers, the DFS of HKEAA could help the students do revision systematically.</div>	Learning Platform	Subject Departments	Online Question Bank of Edcity	Mathematics, Physics, Chemistry, Biology, Economics, Geography, ICT and BAFS	Diagnostic Feedback System of HKEAA(DFS)	Mathematics, Physics, Chemistry, Biology, Economics and BAFS	Nature Rescue of Green Power	Geography	<div>The note-making skills workshop will integrate with the Summer Bridging Programme to better prepare the pre-S.1 students apply the study skills in their learning tasks.</div> <div>The study skills workshops for S.2 and S.3 will be held in the First Term to provide more time for both the teachers and students to apply the skills in the learning tasks.</div> <div>Subject teachers will encourage the use of study skills by inviting those students to share their good works in class.</div>
Learning Platform	Subject Departments												
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				➤ The persistent efforts to foster students' engagement in learning activities yielded pleasing results. According to the stakeholders' survey (SHS), 71% of students strongly agree and agree the teachers often teach them learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources. 70% of senior form students agreed they could use different study skills to facilitate their revision.	
	<p>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.</p> <p>(a) Enhancing peer learning culture by implementing peer assessment in S1-S3</p> <p>➤ At least one peer assessment exercise is adopted by the following Departments:</p> <ul style="list-style-type: none"> • S1: HE, D & T • S2: VA, PTH • S3: Mathematics, Music and P.E. 	Whole Year	<p>➤ Majority of students agree that the peer assessment activities can promote their learning</p> <ul style="list-style-type: none"> • Majority of students agree that the peer assessment activities can promote their learning. • Majority of students agree the extended learning opportunities can enhance 	<p>➤ Subject teachers of HE, PE, Mathematics PTH, Music, VA and D&T designed peer assessment tasks for students to promote peer learning. Most students developed their judgement skills and critiquing abilities when they assessed the peers' performances. It helped to change the students from passive learners to active learners.</p> <p>➤ The peer learning culture was further promoted when the Citizenship and Social Development (CS) Group project done by S.5 students was used for the S.1-S.3 learning materials in the Life and Society lessons. To stimulate the students' intellectual curiosity and enhance their inquiry minds, the S.5 students were requested to complete a group project about the 14th Five-Year Plan. The group project was informative and concise enough for all junior form students to better understand how China's society and economy will develop over the next five years. The peer learning culture allowed students to acquire broader knowledge and become more aware of the Motherland development.</p> <p>➤ According to the survey on Major Concern 1, about 70% of the students strongly agree and agree the peer learning activities were beneficial to enhance their generic skills and cultivate the peer learning culture. The peer learning could help the students learn and solidify their own knowledge.</p> <p>➤ Various Subject Departments participated in different inter-school competitions to widen the students' learning exposures and experiences. For example,</p>	<p>➤ The Subject Departments of PTH D&T, VA and PE will fine-tuned the peer assessment with the assessment rubrics.</p> <p>➤ The Subject Departments will nominate or promote more students to join external competitions and academic activities to widen their horizons, such as Mathematics or Science Competition to develop the problem solving skills, English and Chinese writing competitions to enhance the writing capability.</p>

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	(b) Encouraging students to join interschool competitions (e.g. International Junior Science Olympiad)		<p>their learning capabilities and broadened their knowledge base.</p> <ul style="list-style-type: none"> Majority of students agree that a peer learning culture can be promoted by the reading activities. 	Subject Departments	Name of Competitions	Awards	
				Biology	International Biology Olympiad Hong Kong Screening	1 S.5 student (Honourable Award) 1 S.5 student (Bronze Award)	
				Science	International Junior Science Olympiad (IJSO) 2023 – Hong Kong Screening.	1 student (Second Class Honours) 1 student (Third Class Honours)	
				Geography	Water Wise Student Ambassador Scheme	1 S.5 student (outstanding poster) and 3 S.5 and S.6 students (Gold Award), 3 S.5 and S.6 students (Silver Award) and 3 S.5 and S.6 students (Bronze Award)	
				Chinese Literature	亞洲體藝學界徵文比賽	1 S.6 student (中學高級組冠軍) 1 S.6 student (中學高級組亞軍) 1 S.6 student(中學高級組優異)	
				Putonghua	全港中小學普通話演講比賽	全港最傑出參與學校獎 1 student 優異星獎 7 students 良好獎	
					第二十三屆世界華人學生作文大賽	S.4 3 students 優異星獎	
					全港中學兩文三語菁英大比拼	S.4 3 students 優異獎 優秀學校獎	

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				Visual Arts	The Jockey Club Student Drawing Competition of Hong Kong Flower Show 2023	1 S.3 student (Champion of Junior Section) 2 S.3 students (Highly Commended Award of Junior Section) 1 S.3 student (Certificate of Merit of Junior Section)							
				<p>➤ An active learning environment was fostered as students joined different competitions to elevate their learning capacity. It aligned with the results in SHS that about 70% of students strongly agree and agree teachers often organize different learning activities both inside and outside of the classroom, such as discussion, visits, sharing of insights gained from the participation.</p>									
	(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).			<p>➤ To develop the students’ potentials and capacities, a talent pool has been updated to select the eligible students to join the various gifted courses and programmes. About 85% of S.1-S.5 students showed interests to join the programmes about Languages, Humanities, Mathematics, Science, STEAM, Music, Sport and the collection of feedback from other subject teachers.</p> <p>➤ Several students joined the programmes organized by the different institutions this year, such as</p> <table><tr><th>Name of the Programme</th><th>Organization</th><th>No. of Participants</th></tr><tr><td>Online screening courses related to Chinese and Mathematics</td><td>Hong Kong Academy for Gifted Education.</td><td>5 S.4 students</td></tr></table>			Name of the Programme	Organization	No. of Participants	Online screening courses related to Chinese and Mathematics	Hong Kong Academy for Gifted Education.	5 S.4 students	<p>➤ Relevant KLAs and HoDs will collaborate the activities or competitions organized by the Hong Kong Academy for Gifted Education by Gifted Education continuously.</p> <p>➤ The talent pool will be fine-tuned constantly to facilitate the nomination of eligible students to join the relevant programmes.</p>
Name of the Programme	Organization	No. of Participants											
Online screening courses related to Chinese and Mathematics	Hong Kong Academy for Gifted Education.	5 S.4 students											

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	(d) Arranging internal sharing for students who completed the gifted programmes organized by external organizations.			Dual Programme related to Mathematics, Life Science and Physics	HKUST	3 S.4 students	➤ The scale of mini-lectures conducted by the students who completed the gifted programmes can be further enlarged so as to enlighten more students’ interests to join the programmes and widen their horizons.
				Introduction to Psychology Course and Fighting Against Bacteria and Viruses – Know More About Our Immune System Course	CUHK.	3 students	
				<ul style="list-style-type: none">➤ 13 students will join the summer programmes organized by CUHK and HKUST to broaden their knowledge and enhance their capabilities about Life Science, Fitness Trends for Exercise and Health, Philosophy of Animals, Robotics, Python, STEAM, English and Music Composition. More students got the opportunities to widen their learning exposures and pursue their intellectual curiosity via tasting their interested programmes.➤ The feedback on the gifted programmes was positive. Students gained more insights on the subject nature which helped them form their study and career plans after studying courses such as the Introduction to Psychology Course and Fighting Against Bacteria and Viruses – Know More About Our Immune System Course.➤ Some teachers also reflected that the Mathematics capacity of a student who joined the HKUST Dual Physics Programme had been enhanced as well, showing that the training of the gifted programme helped student's academic development in general.➤ Students who joined the HKUST Dual Programme in the last academic year completed two sharing sessions about their learning outcomes with all schoolmates on 15/11/2022 and 8/12/2022. Students showed more interest in the programmes offered by the external parties and understood more about the content of different gifted programmes. The above			

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				<p>programmes helped the students better understand one's own interests, aptitudes and abilities. It enhanced their learning capacity and initiative to explore further knowledge.</p> <ul style="list-style-type: none"> ➤ A series of in-house training workshops were hosted by Mathematics teachers to better equip our students for Hua Xia Cup Competition, Hua Luo-geng Cup Mathematics Competition, Hong Kong Mathematical High Achievers Selection Contest and True Light Girls' Invitational Mathematics Contest. About 131 S.1-S.4 students attended the workshops. 53 students from S.3-S.5 joined the training for Canadian Mathematics Competitions. 42 S.1-S.2 students participated in the Canadian Mathematics Competitions organized by University of Waterloo. 2 students got outstanding achievements and 10 students got merits. 2 S.3 students attained the Third Honour Award in the 25th Hong Kong Mathematical High Achievers Selection Contest (2022-2023) organized by Po Leung Kuk (PLK) and Hong Kong Association of Science and Mathematics Education (HKASME) It showed our training had effectively boosted the students' mathematics capacity and their high enthusiasm about Mathematics. ➤ According to a survey on Major Concern 1, about 60% of students strongly agree and agree the school provides substantive opportunities for them join both internal and external courses and academic activities that helped to explore their potentials. 	

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	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	Whole Year	Majority of students agree that their learning capability and engagement in class activities can be promoted through active learning	➤ Different Subject Departments used different scenarios to develop the students’ reflective skills and higher order thinking skills to promote their active learning, such as			➤ Teachers will include the topics with higher order thinking questions skills in the scheme of work. ➤ Teachers will share the strategies to promote the higher order thinking skills on the Staff Development Day or in house sharing.
				Subjects and Level	Learning Tasks	Students were developing the higher order thinking skills via	
				S.4/Geog	Self-designed Data-based Questions about the 2023 Turkey earthquake	using command words such as “discuss whether”, “evaluate”, “justify” to reflect the impact of the Turkey earthquake on peoples’ living	
				S.4/CS	Feasible suggestions to solve the HK problems such as illegal workers and singleton elderly	writing drama scripts with their peers to reflect the roles played by different stakeholders on the social issue. proposing strategies to prevent and deal with the social problems.	
				S.5/Hist	The factors affecting the Sino-Japanese relations in the 20 th century	using command words such as “analyze the roles” “primarily caused by” to comment the factors leading to hostile Sino-Japanese relations	
				S.5/Econ	Self-designed scenario about the unemployment in HK	creating their own scenario to analyze how the COVID 19 affected the unemployed population and the labour force in the aviation industry.	
				S.5/ Biology/ Chemistry	Self-designed investigative question	proposing hypotheses and designing an experiment to test their own hypotheses.	
				S.5 /BAFS	Prepare Financial Statement	analyzing and interpreting a set of source documents, evaluating the accuracy of the	

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						information presented, and synthesizing this information to prepare financial statements.	
				S.6/ Chi. Lit	Describe a memorable and unforgettable place in Hong Kong	transferring their reading experiences from 香港文學 篇章:麥樹堅的<博愛醫院的大樹> to express their own feelings about other memorable places in Hong Kong	
				<p>➤ Students learnt to exhibit their higher order thinking skills and engage in different natures of learning tasks to motivate their self-directed learning. According to the survey on Major Concern 1, about 70% of senior form students strongly agree and agree the learning tasks from different Subject Departments could help to develop their analytical, synthesis and evaluation skills. 53% of students were confident to answer the more challenging questions. More practices with good exemplars are needed to enhance the students' capabilities.</p>			
1.2 To cultivate reading to learn culture to enhance students' capacity for life-long learning.	1.2.1 To allow students to construct a broad knowledge base, improve their language proficiency, enrich their reading experiences and promote a reading culture at school by organising reading activities.	Whole Year	<ul style="list-style-type: none"> Majority of participants agree that the reading activities enhance their interest in reading. Number of sharing on the CLSMSS Reading for 	<p>➤ S.1 Library Tours were organized to help the new students better understand how the programmes of the school library enriched their reading experiences. Students were encouraged to construct broad knowledge base with good reading habits.</p> <p>➤ The School Library organized thematic book exhibitions about Chinese history, culture and current socio-economic development regularly to broaden the students' knowledge base and enrich their reading experiences. One of the typical example this year was the thematic book display about the Forbidden City, 「故宮—紫禁城」 co-organized with the Chinese History Department. As an extended learning activity of all S.2 students, the display helped them to gain a deeper understanding about the living of the Chinese Emperors via</p>	The school library will encourage the students read more by organizing diversified reading activities, such as thematic books exhibition with different subject departments and book report competitions.		

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	(a) Book sharing by students, teachers, alumni and parents to promote a reading culture. (b) Organising library tours and thematic book exhibition		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.	<div>reading the books borrowed from the Ping Shan Tin Shui Wai Public Library and completed the related learning tasks. ➤ A series of programs was organized by the Reading to Learn Team to foster the reading culture at school.</div> <table><tr><th>Programmes</th><th>Achievements</th></tr><tr><td>「校園小作家分享及簽書會」 A S.5 student was invited to share her experience as a writer.</td><td>The sharing inspired the schoolmates to model on her and read more for language proficiency. It helped to cultivate the reading culture at school.</td></tr><tr><td>A sharing in morning assembly about the importance of reading</td><td>Students learnt how to build a broad knowledge base and improve language proficiency via reading</td></tr><tr><td>“Read a Book, Share the Love”.《悅讀傳愛》計劃.</td><td>Students enriched the reading experiences via selecting their most favourite books to prepare the audio books for the visually impaired children</td></tr><tr><td>Inviting teachers from English, Science, Technology and PSHE KLAs and alumni to share their reading experiences in the online platform 悅讀FUN 享平台</td><td>A reading culture was promoted via teachers acted as the role models to inspire students read more and build up a broad knowledge with different genres</td></tr><tr><td>Sunshine Reading Scheme</td><td>Students constructed broader knowledge via reading different genres, such as poems and thematic books. Students developed their generic skills and language</td></tr></table>	Programmes	Achievements	「校園小作家分享及簽書會」 A S.5 student was invited to share her experience as a writer.	The sharing inspired the schoolmates to model on her and read more for language proficiency. It helped to cultivate the reading culture at school.	A sharing in morning assembly about the importance of reading	Students learnt how to build a broad knowledge base and improve language proficiency via reading	“Read a Book, Share the Love”.《悅讀傳愛》計劃.	Students enriched the reading experiences via selecting their most favourite books to prepare the audio books for the visually impaired children	Inviting teachers from English, Science, Technology and PSHE KLAs and alumni to share their reading experiences in the online platform 悅讀FUN 享平台	A reading culture was promoted via teachers acted as the role models to inspire students read more and build up a broad knowledge with different genres	Sunshine Reading Scheme	Students constructed broader knowledge via reading different genres, such as poems and thematic books. Students developed their generic skills and language	
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					<p>proficiency via hosting the Ambassadors-led sessions. The ambassadors read the books related to psychology, world cultures and social science and living and summarize the key notes for their schoolmates. The reading culture was promoting through peer to peer interactions and sharing.</p> <p>「悅」讀集「Fun」獎勵計劃</p> <p>It was a new scheme promote reading. Students who joined went to the school library regularly to do readings which helped them to build up reading habit.</p>	
	<p>1.2.2. To promote reading across curriculum through collaboration of the school library, different KLAs and functional teams.</p> <p>(a) Preparing theme-based reading materials related to the <i>Seven Learning Goals of Secondary Education</i> (e.g. Information Literacy, Healthy Lifestyle, Life Planning, National and Global Identity</p>	Whole Year	<ul style="list-style-type: none"> Students show interest in book exhibition Majority of students agree that the reading materials enhance their interest in reading and learning capacity. 	<ul style="list-style-type: none"> ➤ The Reading to Learn Team joined with the School Library, the Departments from Chinese and English KLAs and VA to organize four reading across curriculum activities in the First Term to celebrate the Mid-Autumn Festival, Christmas and Chinese New Year and Lantern Festival. The activities helped to inculcate students positive values and developed their appreciation towards the Chinese and Western culture. ➤ According to the survey on Major Concern 1, about 60% of students strongly agree and agree the RAC activities and book sharing sessions could arouse their reading interests and motivate them to read the recommended books. ➤ Theme based reading materials related to the Seven Learning Goals and the Ten Priority Values for Education were provided, such as the Biology Department, Chinese History and Geography Department provided the reading materials about the Chinese genetic engineering, the Chinese diplomats and the Chinese technological development to enhance the students' national identity. Life and Society Department 		<ul style="list-style-type: none"> ➤ A schedule will be prepared to invite the participation of more Subject Departments to join the RAC activities. ➤ Reading materials related to the 7 learning goals in different genres will be included in the Scheme of Work to strengthen the RAC at school. ➤ The reading materials and the learning tasks

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	<p>etc.) embedded with the Ten Priority Values for Education(e.g. perseverance, national identity and empathy) strengthened reading across curriculum</p> <p>(b) Setting up a RAC materials corner in the library and a Resource Bank with RAC articles and learning tasks.</p> <p>(c) Incorporating a reading lesson in formal curriculum for S5.</p>			<p>provided the reading materials about racial harmony to motivate the respect for pluralism in society.</p> <ul style="list-style-type: none"> ➤ According to the survey on Major Concern 1, about 71% of senior form students strongly agree and agree the reading materials from different Subject Departments could enrich their subject knowledge and 65% regarded the materials could nurture positive values such as perseverance and empathy. ➤ 1 reading lesson per week was incorporated to the formal S.5 curriculum this year to enrich the students' reading experiences ➤ Three sets of theme-based English reading materials such as the development of popular culture in Hong Kong in different genres including speeches, comics and articles were designed in the first term to broaden students' horizons from different perspectives, enrich their reading experience and develop and apply generic skills. ➤ Three sets of theme-based Chinese reading materials related to empathy, diligence and integrity were used for the reading periods in the Second Term to nurture the students' positive values and appreciation to famous people. ➤ Students were given a questionnaire to evaluate the reading experience after the completion of each learning package. ➤ On average, 78.9% of students agreed that the reading periods had enriched their English reading experience. ➤ On average, 81% of students agreed that the reading periods had enhanced their language capacity ➤ Subject teachers reported that the teaching materials, especially the videos, were informative and students showed interests in activities related to reading skills, such as speed reading. 	<p>of the Reading Periods will be refined to enhance the students' reading capability and interests.</p>

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1.3 To enhance students' generic skills and increase their breadth 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.	hole Year	<ul style="list-style-type: none"> Majority of participants agree that their knowledge and generic skills in STEAM-related projects are enhanced. 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 enhance their communication skills. 	<ul style="list-style-type: none"> Students applied the concepts, knowledge and skills learnt in Geography, Science, Computer Literacy and VA lessons to complete a STEAM cross-curricular project-Smart Greenhouse. Students showed enthusiasm designing their own greenhouses and expressed great interests in hands-on activities. The group project helped to enhance the students' knowledge and skills about Micro:bit programming, Greenhouse effect and growth factors for plants as well as technical drawing. Apart from project learning, students made use of different STEAM competitions to increase their breadth of knowledge and generic skills, such as joining Tech Expo, attending training courses about Robotics, Drone coding and Motor sensing and capture. Students joined 全港學界無人機挑戰賽 2023 and were awarded first runner-up for their abilities in applying IT skills (Coding skills), logical skills and problem-solving skills by calculating accurately the flying routes of the drone. In Robotics Intelligence DIY 2023, we were awarded 2-Star Award (2 星獎) for showing IT and logical skills in building the robot and completing the tasks efficiently. Students enhanced their generic skills increasingly. 	<p>To help the junior form students enrich the STEAM knowledge and develop their problem solving skills, an S.2 cross-curricular project competition will be held next year.</p> <p>More in-house training workshops hosted by senior form students will be held for S.1-S.3 to promote peer learning.</p> <p>The scale of 新界西小學無人機挑戰賽 can be expanding to include 40 primary schools next year. Students can have more exposures to deepen their STEAM knowledge by helping the primary school students.</p> <p>Apart from drone competition, another territory based STEAM competition, using robotic and 3D printing knowledge, will be carried out next year.</p>
	1.3.2 To strengthen students' creativity and problem-solving skills and IT skills by promote STEAM activities / competitions.			<p><u>Interflow programme of government primary schools</u></p> <ul style="list-style-type: none"> 56 students from South Yuen Long Government Primary School and Tin Shui Wai Government Primary School visited our school in December respectively. During the visits, our student-ambassadors led them to experience the hands-on practice in DT lessons and join the STEAM activities RoboMaster to learn robotic programming. The workshops for the primary schools strengthened our students' collaboration and enhanced their generic skills. 	
	(a) Organising IT-related workshops and training courses, such as drone coding for aerial mission,				

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	<p>advanced drone coding swarm fly project, motion sensing and capture production course, etc.</p> <p>(b) Organising workshops for primary students / schoolmates to showcase the learning outcomes of STEAM related activities.</p>			<p><u>新界西小學無人機挑戰賽</u></p> <ul style="list-style-type: none"> ➤ A joint-school STEAM competition 新界西小學無人機挑戰賽, hosted by the school, has been launched on 25th February 2023. Around 100 students from 21 primary schools in Yuen Long, Tin Shui Wai and Tuen Mun participated in the competition. ➤ It was the first year for the school to host this competition, positive feedback from primary schools and students was received. Our students were praised by teachers from participating schools for performing their duties well as the role of instructors to teach the primary students' knowledge of programming and drone. <p><u>官立中學聯校 STEM 創科比賽暨 STEM Fair</u></p> <ul style="list-style-type: none"> ➤ Our school joined the STEM fair which was about "healthy lifestyle". Students designed a smart kitchen to showcase their STEAM abilities. They designed a real prototype which enhanced their mechanical knowledge such as gearing and motor. ➤ During the showcase to the public, students' communication skills were improved. They learned to present their ideas to others effectively. They were awarded "My Favourite Booth Award". 	
1.4 To elevate teachers' professionalism through promoting collaborative culture and tapping external resources.	<p>1.4.1 To enhance teaching strategies through collaborative planning of lessons and engaging external support services.</p> <p>(a) Organising theme-related collaborative exercise across</p>	Whole Year	<ul style="list-style-type: none"> • A resource bank of collaborative lesson plans is developed. • Majority of teacher agree that collaborative exercise and the resource bank 	<ul style="list-style-type: none"> ➤ Collaborative exercises, both within and across subject departments, were carried out. For example, the S2 English Language and Geography teachers co-constructed a set of learning and teaching materials which required students to transfer the language skills learnt in English lessons to Geography lessons and assignments. While a set of geographical terms students learnt in Geography lessons were revisited in the English lesson activities. This cross-curricular collaborative activity was shared to all teachers on the First Staff Development Day which not only promoted professional development amongst teachers but also helped develop a sharing culture at the School. 	<ul style="list-style-type: none"> ➤ The culture of sharing learning and teaching materials still yet to develop at the School. The school will coordinate the cross-subject collaborative exercise to promote the professional development.

Targets/ Objectives	Strategies	Time Scale	Success Criteria	Evaluation	Way Forward
	<p>different subject departments to reinforce professional interflow.</p> <p>(Each teacher engages in at least one collaborative exercise which includes collaborative lesson planning, peer lesson observation and post-lesson discussion.)</p> <p>(b) Developing a resource bank of collaborative lesson plans for teachers' sharing</p> <p>(c) Refining teaching pedagogies with external professional support for Science KLA and STEAM education.</p>		<p>promoted professional sharing.</p> <ul style="list-style-type: none"> Science and IT teachers agree that the external professional support enhanced their professionalism. 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. 	<ul style="list-style-type: none"> Science teachers co-designed enquiry-based experiments such as 'comparing different rates of dissolving of different substances' to develop their in-house sharing culture. The collaborative exercise helped to promote collaborative lesson planning to enhance teachers' professionalism. The Mathematics and Chemistry Departments joined the Diagnostic Feedback System Training Workshops organized by HKEAA. The 20 hours online workshops helped the teachers to enhance their professional knowledge about setting question papers and summative assessment and evaluation for senior form students. It could help our teachers to better prepare our students for HKDSE. The Computer Literacy Department joined the CUHK Jockey Club AI for the Future Project and the HKGSS Learning Circle: AI Education. The professional supports from the CUHK and the sharing from other schools at the HKGSS Learning Circle were inspiring and conducive to the refinement of the Computer Literacy curriculum in junior levels and pedagogical skills of teachers. In view of promoting professional exchange with the schools in Mainland, the Exchange Team organized two lesson observations with our sister school, Shenzhen Fuyuan School this year. In March 2023, our teacher opened S.1 English lesson and invited the Mainland teachers to join it via zoom. In June 2023, our school delegation, including the Panel Heads of Mathematics Department visited our sister school in Shenzhen and observed an S.2 Mathematics lesson. The post lesson observation discussion allowed an exchange of lesson planning and pedagogical skills which enhanced the professional development of the teachers of the two places. 	<ul style="list-style-type: none"> The resource bank will be fine-tuned and teachers will be encouraged to use the resource bank to facilitate their lesson planning. In-house professional sharing sessions will continue to be organized to build up a sharing culture at the School.

Targets/ Objectives	Strategies	Time Scale	Success Criteria	Evaluation	Way Forward
	<p>1.4.2 To encourage teachers to attend courses related to eLearning / STEAM / RAC / new education trend and pedagogical skills.</p> <p>(a) Attending seminars and workshops to polish the learning teaching strategies</p> <p>(b) Sharing good practices with panel members during departmental meetings and build up in-house sharing culture.</p>		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Teachers were encouraged to attend workshops on curriculum planning and teaching strategies. They also shared amongst panel members the inspirations they got from these workshops for the benefit of the all members in the departments. Professional dialogue in post lesson observation discussion sessions also effectively enhanced teachers' professional knowledge in both the subject matter and pedagogies. Three sessions of In-house professional sharing on Gifted Education, Knowledge Management at Subject Level (Biology) and Assessment Literacy on the use of Multiple-Choice Questions to improve Students' Learning and Achievement were carried out on the Third Staff Development Day. About 85% of teachers strongly agree and agree the sharing could enhance their professional knowledge. A talk about promoting Information Literacy with the Whole School Approach hosted by the IT in Education Centre of Excellence (CoE) on the Third Staff Development Day enhanced our teachers' understanding about information literacy. About 89% of teachers strongly agree and agree the talk could enrich and widen their perspectives to incorporate the information literacy in the subject curriculum, values education and reading activities. 	

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

Targets	Strategies	Time Scale	Success Criteria	Evaluation	Ways Forward
2.1 To enhance students' self-management skills and to foster the quality of self-respect and self-discipline among students.	<p>2.1.1 To enhance students' personal growth by developing their self-management skills (e.g. time management, emotional management, health management, etc.)</p> <p>(a) Organising an S1 Adjustment Programme to allow them to adapt to secondary life and develop appropriate behavior.</p> <p>(b) Arranging talks / workshops / class period activities to enhance S1-S6 students' self-management skills.</p>	Whole Year	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> A lot of activities and programmes based on the priority value commitment were carried out in order to enhance students' self-management skills on time, emotion and health. The S1 Adjustment Programme was organized in August 2022. Due to the special summer holiday arrangement, the programme was combined with the S1 Bridging Programme and was run by the Counseling Team and Health Education Team. There were about 120 participants. Over 95% of the S1 participants revealed strong preference on the programme, demonstrated great eagerness in joining the activities and made the commitment to manage their school life well. The Healthy School Programme arranged Student Health Assessment (健康放大鏡) for all classes in the school year. 96.9% of the students agreed the assessment could help them get a better understanding of their physical and mental statuses. 94.7% agreed that the assessment could arouse their awareness of the importance of personal health management. The team also arranged workshops '壓力tap and go' for S6 students. 89.6% of the students agreed that the workshop could help them understand their stress level and they committed to seek help when necessary and 87% agreed that they could master the ways to relieve stress and to think positively. These activities effectively monitored the potential mental and physical health issues of students and enhanced their self-management skills. The Student Development Committee arranged self-management activities in Class Teacher Period. The school-based survey demonstrates the effectiveness of the strategies. On average, about 70% of students agreed that the class period activities could enhance their personal growth by developing self-management skills and strengthen their positive values. There is a surge of about 16% in S1 and 9% in 	<ul style="list-style-type: none"> To further nurture students' positive values and attitude and foster a healthy personal growth, more efforts will be made to let students learn to be more responsible and respect others and the community, to carefully select appropriate life programmes for specific values education topics based on students' school life. Because of the resumption of face-to-face teaching, there is more contact between teachers and students, activities related to assessing the mental and physical well-being of students could be done in alternate years to avoid repetition and being too frequent. Activities on self-management skills will be continuing next year. These skills can be indoctrinated by using Class Periods and Morning Roll Call more by integrating in the Student Handbook 'Create My Own Sunshine'.

				<p>S2 students agreed that the activities could enhance their growth in the aspects in the 2nd Term; proving the effectiveness of the strategies.</p> <ul style="list-style-type: none"> Through various activities and programmes to promote the self-management skills, it enhanced students in better personal growth. The results from the APASO III 2023 show that almost 90% of senior form students and 92.5% of junior form students rated 'Joyful' about their life and about 80% of senior form students and over 86% of junior form students chose 'Vigorous' to describe their life. It proves that the activities carried out are very effective in helping students to master their physical and mental health. 	
	<p>2.1.2 To reinforce students' sense of self-respect and self-discipline through inter-class competitions and other school activities</p> <p>(a) Organising assemblies related to self-respect and self-discipline.</p> <p>(b) Organising inter-class punctuality competition, inter-class cleanliness competition, inter-class energy-saving competition, etc.</p>	Whole Year	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> In order to reinforce positive values such as respect and self-discipline, the school lengthened the Morning Roll Call by 5 minutes this academic year and thus a 10-minute Morning Assembly in the Hall could be held on Tuesdays and Thursdays for junior levels and senior levels respectively in the 1st Term and on Tuesdays for the whole school in the 2nd Term. For such, the Assemblies Team arranged morning assemblies in the whole academic year. Functional teams were well coordinated in the year-round Morning Assembly calendar to facilitate values education such as diligence by the CLP Team and empathy by the Counselling Team, in a systematic manner. Various teams and departments also organized inter-class competitions to promote students' self-discipline and respect. The measures and activities implemented by the Discipline Team demonstrate the effectiveness of the strategies. With the implementation of the random mobile phone check, the number of improper use of mobile phone dropped 18.4% in the 2nd term. The deterrent effect reminds students to be self-disciplined and it helps students to be more concentrated during the lessons. Besides, the team also organized a Uniform Fashion Show in the School Assembly. Prefects demonstrated 	<ul style="list-style-type: none"> The whole school practice of morning assemblies, Inter-Class Energy Conservation Award Scheme, Inter-Class Punctuality Award Scheme and the Inter-Class Cleanliness Award Scheme will continue to be held in the coming academic year so as to deepen students with various self-discipline and self-respect manners. A task force will be formed by the Discipline Team to tackle manners to highlight the values of respect for others and responsibility. More talks and workshops from professionals on goal achievement and law-abidingness could be run to stress the importance of respect in a relationship.

				<p>the correct dress code of both summer and winter uniforms to remind students the proper style of their uniforms. The record of uniform violation dropped 58% in the 2nd term.</p> <ul style="list-style-type: none"> • The Inter-Class Punctuality Award Scheme is another significant measure the Discipline Team carried out their year to reinforce students' self-discipline. The aims of the competition are to strengthen class spirit and be committed and responsible students. The competition was held from March to May 2023, the number of lateness records decreased by 44.57% in the 2nd term. • The Discipline Team also organized the Inter-Class Cleanliness Award Scheme to uplift students' awareness in classroom cleanliness and tidiness. Students made a great improvement in the 2nd Term with over 71% of the classes having a zero count in the record. • Moreover, the Environmental Education Committee organized the Inter-Class Energy Conservation Award Scheme. The measures are effective and the target could be met as there was a 12% decrease in the number of violation in the 2nd Term. • The results from the APASO III 2023 reveal that almost 85% of senior form students and 86.7% of junior form students agreed with the importance of abiding the virtue in society. It shows that the implementation of self-respect and self-discipline activities at school effective. • All these figures prove that the measures and activities implemented by the various teams fulfilled the target and the related success criteria could be met. 	
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	Whole Year	<ul style="list-style-type: none"> • Majority of students agree that the activities help them set career/ learning goals. • Majority of S3 students agree 	<ul style="list-style-type: none"> • Goal-setting is an essential element in school life. A few activities were done to help students to set goal appropriately. • Over 50% of S1 to S3 students claimed that the Goal Setting and Mid-year Reflection activities from the Student Handbook 'Create My Own Sunshine' and the Class Period activities could help them set goals more easily. It led them to set goals and have the 	<ul style="list-style-type: none"> • To further strengthen our students' self-understanding and goal-setting, more efforts will be put on helping them better understand their interests, abilities and orientations to boost their self-worth and self-efficacy by

	<p>of personal qualities, abilities and personal goals through workshops in Class Teacher Periods.</p> <p>(b) Assisting S3 students to explore elective options and study / career goals through individual career guidance.</p>		<p>that the career activity is effective in helping them explore study options.</p>	<p>commitment to achieve it.</p> <ul style="list-style-type: none"> The Career and Life Planning Team arranged 2 workshops ‘Knowing yourself - My interest and potential’ and ‘我是我想～自我認識工作坊’ for S1 students. Students were able to understand themselves better after the workshop and they learnt the importance of respecting for others and accept others’ weaknesses. The team also incorporated goal-setting education in the curriculum of Life and Society in S3 and modified the notes about positive learning attitude for S3 Class Period. With guidance from class and subject teachers, most students were able to reflect on their learning progress and set short-term goals to enhance their studies. S3 subject selection talks were organized on 07/11/2022 and 17/02/2023 to familiarize students with the senior curriculum and university entrance requirements. This assisted students to make informed decision in their career and life planning. A workshop entitled ‘S.3 Subject Selection Strategy (中三選科攻略)’ in collaboration with Friends of Scouting was held and a subject selection handbook for students and parents was published to offer handy advice in subject selection. From the APASO III 2023, 54.3% of junior form students had tried to search the internet for information on university, vocational training school, or other post-secondary courses. This shows that junior form students are more alert to their study and career path after the Career and Life Planning Team’s activities. Definitely, the activities and programme provided students with sound advice and strong support for their choices. 	<p>providing them with more opportunities to display their academic achievements and talents.</p> <ul style="list-style-type: none"> The Career and Life Planning Team will consider incorporating more scientific career assessment tools or aptitude tests into their plan in the second term. They will also include S3 students in the self-understanding activity to further inspire their aspirations and goals. The subject selection handbook will be updated regularly and more useful online resources on tertiary education both in Hong Kong and Mainland could be provided.
	2.2.2 To help senior form students set their study/career plan and make informed choices of further studies	Whole Year	<ul style="list-style-type: none"> Majority of students give positive feedback in the post-activity survey. 	<ul style="list-style-type: none"> The Career and Life Planning Team arranged several programmes for students this year to help senior form students set their career plan. <ul style="list-style-type: none"> ➢ The talk ‘多元升學出路講座’ was co-organized with Hok Yau Club to inform students the various schemes and procedures for applying 	<ul style="list-style-type: none"> The Career and Life Planning Team will provide additional resources such as, brochures, videos and online links to support students when they plan their pathway either in

	<p>and careers.</p> <p>(a) Arousing students' awareness of multiple pathways for further studies and career development through mass programmes and workshops.</p> <p>(b) Providing students with individual and group guidance on further education opportunities.</p> <p>(c) Enriching students' work-related experiences by organising workplace visits, internship, career talks, and workshops through support from alumni and community resources and external organizations.</p>		<ul style="list-style-type: none"> Majority of students agree that they have a better understanding of different careers, respective skills required, careers prospects and pathways. 	<p>courses in other tertiary institutes.</p> <ul style="list-style-type: none"> The Admission Talk from the Department of Arts from the University of Hong Kong provided students with details about the career opportunities. 96% of the attendees admitted that the content and organization of the talk was useful and informative. Two career visits were arranged by the CLP Team. The visit to a jewellery shop and an online food delivery company gave students unique insights into different industries. The visits received very positive feedback from students, 94% of the participants indicated their satisfaction with the visits. They were able to observe the operations of the companies and gain hands-on experience. It gave them a better sense of the practical aspects of the industries and the types of challenges they may face in their future career. Briefing sessions on 內地高校招收香港中學文憑考試學生計劃, 北大博雅人才培養計劃 和 粵港澳大灣區發展機遇講座 (co-organized with the Citizenship and Social Development Department) were organized to help students widen their horizons. Students demonstrated a deeper understanding of the various post-secondary options available for them in the mainland. The APASO III 2023 shows that 81.2% of senior form students had explored online materials for their study/career plan before making informed choices of further studies and careers. The briefing sessions about studying in the mainland organized by the Career and Life Planning Team inspired students on their study plan in the Greater Bay Area as there are absolutely more career opportunities in the future. The above-mentioned activities and figures prove the effectiveness of the activities which could bring students insights over tertiary education and work-related experiences, thus the target and success 	<p>local institutes or in the mainland.</p> <ul style="list-style-type: none"> More cooperation from the Alumni Association can be sought to run talks and sharing about the study and career paths in the Greater Bay Area so as to enhance students' national identity. More career visits to other types of businesses like factories, offices and farms can be arranged to broaden students' horizons and give them aspiration for further studies and future career.
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				criteria could be fulfilled.	
<p>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.</p> <p>Highlights on the positive values and themes of the school years: Perseverance & Resilience 2021-2022 Respect & Responsibility 2022-2023 Serving the school and community 2023-2024</p>	<p>2.3.1 To build a positive school culture through formal curriculum and mass programmes.</p> <p>(a) Fine-tuning Class Teacher Period materials for all levels to integrate positive value education.</p> <p>(b) Developing positive values and a growth mindset through school-based handbook 'Create My Own Sunshine' for S1 – S3.</p> <p>(c) Subject departments integrate positive values in class teaching. E.g. including themes on positive values in Chinese and English writing exercises.</p> <p>(d) Incorporating values education in the reading materials for junior levels and reading lessons for</p>	Whole Year	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To demonstrate the value of respect for others, empathy and responsibility, various teams and departments held a lot of events and activities for students. The Student Development Committee organized the Inter-Class Display Board Design Competition in the first term. The theme for the junior section was Responsibility while the senior level was Be Respectful. The Class Teacher Periods continue to play a major role in delivering values education. The committee also made use of the Class Teacher Period to promote respect for others, empathy, diligence, law-abidingness and responsibility. The topic 'Respect for others, Respect for Yourself' was done in the junior levels whereas 70.5%, 76% and 75.9% of S1, S2 and S3 students rated the lesson effective. The school-based survey results can demonstrate the effectiveness of the strategies of the ASP and programmes of the Student Development Committee, about 78.6% of students agreed that they have a better understanding of the importance of positive values after the activities in the Class Period. The above-mentioned survey also revealed that over 70% of students agreed that the handbook 'Create My Own Sunshine' helps them to positive values like care for others and integrity. The Counseling Team organized their annual event Loving CAREnival in mid-February 2023. More than 70% of students expressed they would be willing to behave more considerately and respectfully to others after participating in the event. More than 80% of students believed that the event helped create a more caring and inclusive campus atmosphere. Over 80% of the participants expressed a desire for the school to hold similar events in the future. The activity could 	<ul style="list-style-type: none"> To further enhance the growth mindset of students and a positive atmosphere in the school campus, it is suggested that activities in the Class Teacher Period should involve more on students' creativity to demonstrate their real understanding of positive values. Fun and interactive events with positive values should be held in the next year as students revealed their preference in programmes consisting of a variety of activities like artwork and team building games. More varieties of reading materials (webpages, videos and micro movies) about values education should be recommended and used for junior levels and reading lessons. The materials can be used in the Sunshine Reading Programme.

	<p>S5</p> <p>(e) Functional teams promote positivity through assemblies and organising activities and programmes, (e.g. Wellness Carnival, Art therapy, Healthy School Programmes, etc.)</p> <p>(f) Incorporating information literacy ethics into formal curriculum (e.g. Computer Literacy) to promote the virtues of respect and responsibility</p>			<p>enhance the loving and supportive atmosphere of the school and students showed more empathy to others and cared more for others.</p> <ul style="list-style-type: none"> • The Civic Education Team also organized a class period and talk under the theme Organ Donation for S4 and S5 students. 99% of the participants agreed the activity could help them understand the importance of organ donation and care for others. 98% of the students agreed that the activity could help them get to know more information on organ donation and 40% of them made the commitment that they would participate in organ donation after death. • Different Subject Departments integrated various virtues in their learning and teaching activities. <ul style="list-style-type: none"> ➤ The sharing of the A Minute's English in the morning assemblies and the English Speaking Day arranged by the English Department covered positive values on responsibility, perseverance, diligence, care for others and integrity. It gave the presenters and audience chances to understand the 10 Priority Values promoted by EDB more. ➤ The Life and Society Department introduced the topic of respect in the S2 curriculum in a unit about family bonding. It indoctrinated students some core values of the importance of family, caring for others and giving respects. ➤ The Chinese Literature Department required all S.4 to S.6 students to write a composition about responsibility or respect to enhance students the value. The department set the SBA writing topic for S.5 '一個令我引以為傲的角色' to demonstrate the importance of responsibility. ➤ Songs with messages on positive values such as '愛心可以做橋樑' and 立志 were chosen by the Music Department to instill empathy and perseverance to students via song appreciation and practices. ➤ Positive values, qualities and attitudes or life lessons were embedded in the reading materials of the S5 Reading Period. The story of Nick Vujicic was used to demonstrate to students the value of perseverance. 	
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	<p>2.3.2 To create a positive classroom climate through inter-class management, positive reinforcement and class activities</p> <p>(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).</p> <p>(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,</p>	Whole year	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> In order to create a positive classroom atmosphere and cultivate a positive culture of appreciation at school, many meaningful activities were organized. Level meetings with class teachers of the same levels, discipline teachers and counseling teachers were held. The professional dialogue enabled class teachers to acquire effective skills in handling students' behavioural and emotional issues, and adopting good class management practices. The Class Management Meetings organized by the Class Management Team could effectively help class teachers to master class issues and develop a positive and harmonious learning environment. The implementation of 班級經營小點子 in the Morning Roll Call did not only effectively unite all members of the class but also stressed on unity, empathy, respect for others these positive values to students through mini-presentations, sharing, games and short writing tasks. The activities '勵志佳句 (學習、勤奮、堅持、正面)', '發掘自己的才能' and '感謝我的小天使' are examples to cultivate a positive culture of appreciation. Most students showed keen participation and were eager to share their thoughts and ideas with others. By understanding others more, it helps to develop a good rapport and spirit in class. With the implementation of the above activities, most students are found engaging actively in the activities; thus, a good rapport and a positive culture of appreciation and unity are developed in class. 	<ul style="list-style-type: none"> To further refine the activities and nurture students' positivity, it is recommended that '班級經營小點子' should continue to be held next year. However, the duration of each package can be lengthened so that all students can have the chance to express themselves in all topics and activities. Also, it will be able to cater for the needs of different students; topics can be diversified in the same time slot. To encourage a stronger atmosphere of appreciation in class, more acknowledging of students' effort and good work can be done in class. Language teachers can use the English Corner and 中文角 more to display students' good work.

	Inter-class Busker Competition, Inter-class Academic Quizzes, “One-student-one-position in class” Programme, etc.)				
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 uniformed groups and school teams to serve others, e.g. <ul style="list-style-type: none"> 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. School Library, Hall Support Team, etc. Every S.1 student is required to join and serve at least one uniform group or school team. 	Whole Year	<ul style="list-style-type: none"> Every S.1 student joins and serves at least one uniformed group or school team. An increase in the number of student helpers serving at school functions. 	<ul style="list-style-type: none"> Internally, our school provides a lot of training and chances for students to learn how to serve the school by taking up different responsibilities in various school events and activities. The enrolment of S1 students in various uniformed groups and service teams was satisfactory. All S.1 students participated in a uniformed group such as St. John Ambulance Cadet, Flag-raising Team and the Community Youth Club. It gave students a chance to learn how to be student helpers in school events and cultivate students' spirit of serving others. Students in all levels also joined different school teams like the Prefect Team, Counseling Team, the Lut Sau Hall Support Team and other functional teams. They paid great efforts in monitoring school events such as the Annual Speech Day and assemblies. Because of the resumption the Morning Assembly, student emcees were trained to host the assemblies, prize presentation ceremonies and Annual Speech Day. It gave students the chance to serve the school and be responsible. Students see serving the school a pride. The English Speaking Day organized by the English Enhancement Programme Team and the English Department provided a chance for S3 to S4 students to take up the role as English Ambassadors to serve the school and develop better self-esteem and self-confidence. All the above-mentioned activities help to cultivate the spirit to serve and develop their sense of respect for others, responsibility and commitment. 	<ul style="list-style-type: none"> The participation of students in uniformed groups and service teams has been satisfying. This can enhance students’ sense of belonging to the school and instill in them the concept of serving the school and community, which is the highlight of the next academic year. To further enhance the atmosphere to serve, a team of English Ambassadors will be formed next year so as to encourage students to host school events and activities.

	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.	Whole Year	<ul style="list-style-type: none"> Majority of students participate in at least one community service programme. Majority of student participants understand the importance of serving the others. 	<ul style="list-style-type: none"> In an effort to promote the spirit to serve the community, the Community Service Team took the lead to co-ordinate different community service projects with external organizations and NGOs. It provides students with community service opportunities, so students can apply the skills they learnt from serving the school to serve others. The Community Service Team cultivates the positive culture of appreciation on acknowledging students' effort and good work. The team builds partnership with NGOs (e.g., Hong Kong Federation of Youth Groups) to recognize students' effort in service. The Team also collaborated with external organizations to provide community service opportunities for students. District events such as '元朗區青年節2022' and '秋日樂繽紛元朗嘉年華' were held on 22-23/10/2022 and 29-30/10/2022. The S5 Community Service Programme organized by the Community Service Team on Life-wide Learning Day fostered a sense of civic responsibility and community awareness among students. According to a survey, 92% of the S5 students agreed that they had learnt how to organize and implement a service learning programme. 92% of them agreed that the programmes were significant and meaningful. 94% of the S5 students agreed that they had realized the needs of the targeted groups after the service. The multiculturalism service learning programme designed for S3 on the Life-wide Learning Day was also a highlight. Through cultural activities, students know more about different cultures and traditions which helped to promote social harmony and understanding. It paves way for serving the community in future as there are ethnic minorities in the district. The programme was well-received by both students and teachers, with an overwhelmingly high satisfaction rate of 98%. The success of the programme was evident through the positive impact it had on the students, with 97% of them agreeing that 	<ul style="list-style-type: none"> To boost the atmosphere of serving the community, more promotion of voluntary activities can be done in the Morning Assembly to ensure that students can get the chance to serve others and learn from the service. Sharing of the activities can be done in class during Morning Roll Call; in the level during Class Period and to the whole school in Morning Assembly to give students positive reinforcement on the external service they have done and inspire other schoolmates to join more voluntary activities to match the highlight of the next academic year.

				<ul style="list-style-type: none"> their sense of multiculturalism had been enhanced. The Environmental Education Team arranged students to participate in the training有機減碳綠苗計劃 organized by 香港有機資源中心. This project focused on understanding the organic fishery industry in HK and training students to combat pollution, global warming and reduction of carbon. With more co-operation with the Alumni Association and external organizations more regularly, students will have more chance to serve others and widen their horizons. 	
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	<p>2.5.1 To enhance students' understanding of the community, home country and the world through visits, project-based learning and cultural activities.</p> <p>(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</p> <p>(b) Organizing exchange activities with the Sister school to deepen students'</p>	Whole Year	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> All parties in the school organized a lot of cultural activities to enhance students' understanding of the community, our country and the world. The Flag-raising ceremony and the Speech under the National Flag strengthen students' national identity effectively. The school-based survey results testify to the effectiveness of the strategies of the Annual School Plan and programmes of the Civic Education Team. About 70% of students admitted that the various activities organized, including speeches under the flag, morning assemblies, class teacher periods and online quizzes could enhance our students' understanding of rule of law, national identity and responsibility of safeguarding national security. The figures prove that the target was fulfilled and the related success criteria could be met. There were many activities carried out by the Civic Education Team, the Citizenship and Social Development / Liberal Studies Department to enhance the sense of national identity with global perspectives among the students. All classes joined the 2023 《憲法》和《基本法》全港校際問答比賽 and won the '最積極參與學校獎'. 4 students entered 第十五屆「香港盃外交知識大競賽決賽 and were invited to a 9-day visit to Beijing in July 2023 for their remarkable performance and thorough and comprehensive understanding of the 	<ul style="list-style-type: none"> To further boost the effectiveness of the activities aimed at strengthening students' understanding of the home country, more efforts will be put on encouraging our students to learn more about Chinese history and culture and the close relations between Hong Kong and the Mainland by arranging visits and field trips for them to know more about the latest development of China, and to providing more chances for them to participate in and organize activities to enhance their national identity. The Sister School Programme Team will organize visits to our partner schools in Shenzhen and Ningbo next year in order to deepen students' understanding of the home country. The Citizenship and Social Development Department will continue to organize trips to

	<p>understanding of the home country</p> <p>(c) Incorporating National Education in formal curriculum (e.g. Citizenship and Social Development, Life and Society)</p>		<p>motherland.</p> <ul style="list-style-type: none"> • The CS Department also co-organized the 2023 國家安全標語及海報設計比賽 with the Visual Arts Department and Putonghua Department and 221 entries were submitted and the school won ‘最積極參與學校榮譽大獎(中學組)’. • A one-day visit to Foshan was organized in May 2023 to enhance S5 students understanding of the home country and develop their national identity. • The face-to-face exchange programmes with the sister schools on the Mainland have been suspended for years due to the COVID-19 epidemic. • The figures, participation rates and awards won prove that the events above met the target and fulfilled the success criteria. Students’ law-abidingness and understanding of the community and the home country are strongly enhanced. • There was a brief introduction on the policies ‘十四五’ and the concept of ‘粵港澳大灣區’ were incorporated in the S4 CS curriculum. Through the above-mentioned competitions and events, students were able to understand the constitutional basis of the HKSAR, the relationship with and the latest development of our home country and enhance their national identity. • During the Music lessons, traditional Chinese folk songs ‘希望’ and ‘青春舞曲’ were introduced to the junior form students to let them understand more Chinese culture and develop a stronger sense of national identity. • With the aim to foster the sense of belonging and connection to the country and people, members of the Community Service Team took the initiative to facilitate in the event of ‘慶回歸之大家樂音樂劇’. This could create a sense of community and shared identity. Being volunteers in events related to the celebration of Hong Kong returning to Motherland, this helped to encourage patriotism, and the love for one's country. This could inspire people to work 	<p>our home country in the coming academic year.</p>
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				<p>towards the betterment of our country and people, and to take pride in our country's achievements.</p> <ul style="list-style-type: none">• The 4 items about National Identity (1.Responsibility, Obligations 2.Proud, Love 3.National Flag, Anthem 4. Achievements) in the APASO III 2023 are all nearly 90% showed all the above-mentioned activities help to enhance students' understanding and caring of their community, home country and treasure our traditional values and culture.	
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