

COGNITIO COLLEGE (KOWLOON)

文理書院（九龍）



ANNUAL SCHOOL PLAN

2024-2025

1. SCHOOL MOTTO

Study extensively, Inquire accurately, Deliberate carefully, Discern clearly, Practice earnestly

2. MISSION

We will endeavour to provide whole-person education with balanced emphasis on moral, intellectual, physical, social, and aesthetic development, to help our students to achieve their full potential and to instill in them a commitment to serve our country and society.

3. MAJOR CONCERNS OF THE SCHOOL YEAR

Major Concern 1: To nurture students to be responsible learners, paving their way towards self-directed learning

Target 1.1: Developing in students good study habits for effective learning both inside and outside the classroom

Target 1.2: Equipping students with the necessary generic skills for applications in authentic contexts

Target 1.3: Fostering a language-rich environment to enhance students' proficiency in both Chinese and English across the curriculum

Target 1.4: Enhancing learning and teaching effectiveness through alignment with appropriate assessment measures

Target 1.5: Building a collaborative learning community among teachers through professional development

Major Concern 2: To unleash students' potentials in meeting future challenges, while enjoying strong support of the Motherland and being closely connected to the world

Target 2.1: Advancing students' competencies and leadership qualities to thrive in the 21st century through the provision of sufficient life-wide learning as well as other learning experiences

Target 2.2: Assisting the students to set and realize their learning goals through life-planning programmes

Target 2.3: Optimizing conditions for students to integrate and apply STEAM-Ed related knowledge and skills from different disciplines for use in the realm of learning and in the future

Target 2.4: Widening students' horizons and worldview through educational visits and cross-border learning programmes

Major Concern 3: To nurture students' positive values for facilitating their personal and social development in a healthy lifestyle as well as to for building up their collective responsibilities and commitment in serving the school, society and nation

- Target 3.1: Helping students adopt the positive values to face difficulties when growing up by enriching the formal and informal curriculum
Target 3.2: Cultivating a spirit among students to practise Chinese virtues and to serve the community through co-curricular activities
Target 3.3: Strengthening the partnership between the school and home education

4. SEVEN LEARNING GOALS OF SECONDARY EDUCATION

- (1) National and Global Identity**
- (2) Breath of Knowledge**
- (3) Language Proficiency**
- (4) Generic Skills**
 - A. *Basic Skills***
 - (a) Communication Skills
 - (b) Mathematics Skills
 - (c) Information Technology Skills
 - B. *Thinking Skills***
 - (a) Critical Thinking Skills
 - (b) Creativity
 - (c) Problem Solving Skills
 - C. *Personal and Social Skills***
 - (a) Self-management Skills
 - (b) Self-learning Skills
 - (c) Collaboration Skills
- (5) Information Literacy**
- (6) Life Planning**
- (7) Healthy Lifestyle**

5. PRIORITY VALUES & ATTITUDES

- (1) National Identity
- (2) Self-control & Citizenship
- (3) Integrity
- (4) Empathy, Gratitude & Commitment
- (5) Respect for Others
- (6) Filial piety
- (7) Benevolence
- (8) Unity
- (9) Perseverance
- (10) Responsibility
- (11) Diligence
- (12) Love of Learning
- (13) Creativity

Major Concern 1: To nurture students to be responsible learners, paving their way towards self-directed learning

Period	Level	Learning Goals and Values	Measures / Strategies	Criteria for Success (to achieve expected student performance)	Methods of Evaluation	Teacher(s)-in-charge
1.1 Developing in students good study habits for life-long learning						
Whole year	S1-6	<p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> • Breath of Knowledge • Language Proficiency • Generic Skills ✓ Communication Skills ✓ Self-management Skills ✓ Self-learning Skills ✓ Collaboration Skills <p><u>Values:</u></p> <ul style="list-style-type: none"> • Love of Learning 	<ul style="list-style-type: none"> • Strengthening students' study habits by <ul style="list-style-type: none"> ✓ regularly assigning relevant pre-lesson tasks to help students prepare well for constructing knowledge during lessons ✓ teaching appropriate note-taking, study and revision skills relevant to the subject • Showcasing effective note-taking practices in students' work regularly in class and at school level (e.g. Learning Celebrations) • Enriching language across the curriculum through subject-based and LaC learning and teaching activities to help students master the language used in content subjects • Promoting self-directed learning among students through the effective use of Google Classroom and other resources (e.g. online platforms) 	<ul style="list-style-type: none"> • The majority of students: <ul style="list-style-type: none"> ✓ have all their learning materials ready and satisfactorily completed the preparation work assigned to them prior to the lesson. ✓ can employ a wide range of note-taking, study and revision skills relevant to the subject in their notebooks and/or assignments inspected. ✓ can employ subject-based language skills in the assignments inspected. • Students and teachers generally agree that various learning strategies are routine practices. • Students generally have positive perceptions towards their learning habits (e.g. self-initiative, self-monitoring, self-planning, and goal-setting) • Subject-based reading activities and resources provided for students to strengthen reading to learn and reading across the curriculum are properly recorded. • Most students have made use of teachers' resources/feedback on Google Classroom or online platforms to perform self-directed learning. 	<ul style="list-style-type: none"> • Lesson observation • Assignment inspection • Schemes of work • Subject panel meeting records • Stakeholder survey • APASO • Student Survey 	<ul style="list-style-type: none"> • VP (Learning, Teaching & Assessment) • All subject teachers and panel heads
Whole Year	S1-2	<ul style="list-style-type: none"> • Perseverance • Responsibility • Self-control & Citizenship • Diligence 	<ul style="list-style-type: none"> • Enriching Reading Across the Curriculum through the DEAR programme, subject-based reading activities and appropriate subject-related reading materials 	<ul style="list-style-type: none"> • Students have their time management skills enhanced, as well as good habits and a healthy lifestyle established. • Students are able to plan their studies and leisure in a reasonable and balanced manner (including exercise, play, rest, diet, and learning). 	<ul style="list-style-type: none"> • APASO • Stakeholder Survey • Questionnaire • Teachers' observation 	<ul style="list-style-type: none"> • LKC (Discipline Team)
1 st term	S1		<ul style="list-style-type: none"> • Arranging workshops for students to encourage them to establish good learning habits and develop self-management skills: <ul style="list-style-type: none"> ✓ 自律守紀講座 ✓ 自我管理技巧工作坊 	<ul style="list-style-type: none"> • Students would set goals for improving their habits as a learner 		
	S2		<ul style="list-style-type: none"> • Carrying out a workshop in a MCNE lesson to evaluate students' daily habits, in order to inculcate among them good habits for life-long learning. 			<ul style="list-style-type: none"> • Career Master

Period	Level	Learning Goals and Values	Measures / Strategies	Criteria for Success (to achieve expected student performance)	Methods of Evaluation	Teacher(s)-in-charge
1.2 Equipping students with the necessary generic skills for applications in authentic contexts						
Whole year	S1-6	<u>Learning Goals:</u> <ul style="list-style-type: none"> Breath of Knowledge Generic Skills: <ul style="list-style-type: none"> ✓ All generic skills <u>Values:</u> <ul style="list-style-type: none"> Love of Learning Perseverance Responsibility Diligence 	<ul style="list-style-type: none"> Integrating project learning activities with authentic context in the curriculum of all subjects to equip students with problem-solving and other generic skills Providing cross-curricular activities which enable students to apply subject knowledge acquired in various authentic situations Providing opportunities for students to participate in and organize competitions, presentations and other activities so as to strengthen their problem-solving and other generic skills 	<ul style="list-style-type: none"> All students have highly participated in project learning and cross-curricular activities. Most students have participated in competitions, presentations and other co-curricular activities. Students and teachers generally agree that such activities have helped students strengthen their problem-solving and other generic skills; as well as apply subject knowledge acquired in various authentic situations. 	<ul style="list-style-type: none"> Schemes of work Teachers' record Teacher observation Student survey 	<ul style="list-style-type: none"> VP (Learning, Teaching & Assessment) All subject teachers and panel heads

Period	Level	Learning Goals and Values	Measures / Strategies	Criteria for Success (to achieve expected student performance)	Methods of Evaluation	Teacher(s)-in-charge
1.3 Fostering a language-rich environment to enhance students' proficiency in both Chinese and English across the curriculum						
Whole year	S1-6	<u>Learning Goals:</u> <ul style="list-style-type: none"> Breath of Knowledge Generic Skills <ul style="list-style-type: none"> ✓ Communication Skills ✓ Self-learning Skills <u>Values:</u> <ul style="list-style-type: none"> Love of Learning Perseverance Responsibility Diligence 	<ul style="list-style-type: none"> Making effective use of subject-related reading resources with relevant learning and teaching activities to enhance students' proficiency in language used for learning content subjects Enhancing students' proficiency in both Chinese and English across the curriculum through the DEAR programme, LaC lessons and online reading programmes Organising a wide range of meaningful and authentic English, Chinese and Putonghua activities throughout the year to enrich the language learning atmosphere on campus Establishing an English-rich environment on campus to provide authentic language learning contexts for students 	<ul style="list-style-type: none"> Most students actively participated in the DEAR programme, other reading activities, and online reading programmes. The majority of the students surveyed agree that <ul style="list-style-type: none"> ✓ they can develop language and communication skills through participating in language activities. ✓ the school can effectively provide a language-rich environment to enhance their proficiency in language learning. Students generally have positive and improved perceptions towards their reading habits (e.g. take the initiative to read non-assigned materials and spare enough time to read for leisure). Students, parents and teachers generally have positive and improved perceptions towards students' interest in reading. 	<ul style="list-style-type: none"> Schemes of work Assignment inspection Teachers' record Student survey Stakeholders Survey APASO Principal's Observation 	<ul style="list-style-type: none"> VP (Learning, Teaching & Assessment) All subject teachers and panel heads

Period	Level	Learning Goals and Values	Measures / Strategies	Criteria for Success (to achieve expected student performance)	Methods of Evaluation	Teacher(s)-in-charge
1.4 Enhancing learning and teaching effectiveness through alignment with appropriate assessment measures						
Whole year	S1-6	<u>Learning Goals:</u> <ul style="list-style-type: none"> Breath of Knowledge Generic Skills <ul style="list-style-type: none"> Self-management Skills Self-learning Skills <u>Values:</u> <ul style="list-style-type: none"> Love of Learning Perseverance Responsibility Diligence 	<ul style="list-style-type: none"> Making effective use of assessment data to inform curricular and pedagogical decisions as well as the planning and evaluation of learning and teacher measures Strengthening students' abilities to accurately identify question requirements through consolidation of their answering techniques and question analysis skills Designing assessment blueprints for internal tests and exams to facilitate the alignment with the curriculum and the follow-up data analysis 	<ul style="list-style-type: none"> All test and exam papers are aligned to the curriculum with appropriate difficulty levels set according to the assessment blueprints. Students' major strengths and weaknesses in tests and exams are identified in the post-exam data analysis with reference to the assessment blueprints; and specific follow-up strategies are devised. The majority of the students surveyed agree that the post-assessment data analysis and feedback provided by their subject teachers can help them formulate study plans through self-understanding. Teachers' views on school curriculum and assessment, teaching, and student learning are generally positive. 	<ul style="list-style-type: none"> Schemes of work Subject panel meeting minutes Inspection of test and exam papers and blueprints Markers' reports Student survey Stakeholder survey 	<ul style="list-style-type: none"> VP (Learning, Teaching & Assessment) All subject teachers and panel heads

Period	Level	Learning Goals and Values	Measures / Strategies	Criteria for Success (to achieve expected student performance)	Methods of Evaluation	Teacher(s)-in-charge
1.5 Building a collaborative learning community among teachers through professional development						
Whole year	N.A.	<u>Learning Goals:</u> <ul style="list-style-type: none"> Breath of Knowledge Generic Skills 	<ul style="list-style-type: none"> Refining the lesson observation form and assignment inspection form for use starting this school year Facilitating learning & teaching effectiveness and making good use of assessment data for follow-up actions through workshops, lesson observation and post-lesson experience-sharing sessions Assisting new teachers to address alignment of classroom learning, teaching and assessment through discussion with mentors and professional development activities Devising suggestions for improvement by Academic Enhancement Team for further discussion at the LTAC and subject panel levels 	<ul style="list-style-type: none"> Teachers agreed on the refinement of the lesson observation form and homework inspection form which help improve lesson learning and teaching as well as the use of assignment with positive backwash effects. Learning and teaching effectiveness is facilitated through teachers' self-reflections and alignment with appropriate assessment measures. Appraisal for new teachers with respect to their learning, teaching and assessment is favourable. Teachers' evaluation on workshops is positive. Measures are devised with consensus and further followed-up through the LTAC and subject panels. 	<ul style="list-style-type: none"> Lesson observation Assignment inspection Inspection of test and exam papers and blueprints Teacher survey on workshops Meeting minutes 	<ul style="list-style-type: none"> VP (Learning, Teaching & Assessment) Principal

Major Concern 2: To unleash students' potentials in meeting future challenges, while enjoying strong support of the Motherland and being closely connected to the world

Period	Level	Learning Goals and Values	Measures / Strategies	Criteria for Success (to achieve expected student performance)	Methods of Evaluation	Teacher(s)-in-charge
2.1 Advancing students' competencies and leadership qualities to thrive in the 21st century through the provision of sufficient life-wide learning as well as other learning experiences						
Whole year	S1-6	<p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> • National and Global Identity • Healthy Lifestyle • Generic Skills <ul style="list-style-type: none"> ✓ Communication Skills ✓ Critical Thinking Skills ✓ Creativity ✓ Problem Solving Skills ✓ Self-management Skills ✓ Collaboration Skills <p><u>Values:</u></p> <ul style="list-style-type: none"> • Perseverance • Respect for Others • Responsibility • National Identity 	<ul style="list-style-type: none"> • Organizing life-wide learning activities to enhance students' understanding about the country's contemporary development, develop their sense of national identity, advance students' leadership qualities, as well as to unleash their potentials: <ul style="list-style-type: none"> ✓ 中華文化節 ✓ 主題月：國慶月 ✓ 書展：國家發展 ✓ 周會：國旗下的講話 ✓ 試後活動：國情電影欣賞 ✓ 廣州內地交流團 	<ul style="list-style-type: none"> • Students show understanding of our country's contemporary development. • Students develop the sense of national identity. • Students take on leadership roles in the activities to advance their related qualities. 	<ul style="list-style-type: none"> • Student survey (APASO, Stakeholder Survey) • School-based Student Survey • Teachers' observation • Discipline team case review • Guests' feedback • School Social Worker Observation • Record of participation 	• MCNE Master
Whole year	S1-3	<p><u>Values:</u></p> <ul style="list-style-type: none"> • Perseverance • Respect for Others • Responsibility • National Identity 	<ul style="list-style-type: none"> • Arranging preventive educational activities for students to promote the importance of information literacy. <ul style="list-style-type: none"> ✓ 新媒體素養提升計劃 (1) 「有圖有真相？」 (2) 「網上有法」 (3) 「解密起底組」 ✓ 【網絡康全】工作坊 ✓ 警察講座 	<ul style="list-style-type: none"> • Students are able to utilize information technology in a wise and reasonable way. They should <ul style="list-style-type: none"> ✓ understand the risks of the misuse of the internet and social platforms; ✓ be aware of online crimes (e.g. public shaming and doxxing); ✓ reflect on their behavior and responsibilities in the digital realm; and ✓ be ethical when engaged in online interactions (e.g. comments, sharing, personal information). 		• LMW, Discipline Team member
Whole year	S3-5	<ul style="list-style-type: none"> • Empathy, Gratitude & Commitment • Integrity • Self-control & Citizenship • Diligence • Benevolence • Filial Piety • Unity • Creativity 	<ul style="list-style-type: none"> • Arranging leadership training activities outside school for Prefects to cultivate leadership skills among them. <ul style="list-style-type: none"> ✓ 廉政公署【高中 iTeens 領袖計劃】 ✓ 九龍城民政事務處【Y-DRAGON】計劃 ✓ 國際扶輪 3450【地區中學朋輩調解比賽】 • Allowing Prefects to serve as ambassadors and assist guests during school events; thereby unleashing their leadership potential. 	<ul style="list-style-type: none"> • Students have their leadership abilities polished, and become independent and self-reliant leaders while developing with them with generic skills: <ul style="list-style-type: none"> ✓ Communication Skills ✓ Creativity ✓ Problem Solving Skills ✓ Collaboration Skills 		• Discipline Master • LMF • LWKK

Whole year	S2-4	<ul style="list-style-type: none"> Developing leadership capabilities in Joyful Ambassadors so that they can plan and organize various activities for schoolmates that promote physical and mental health and positive coping and help-seeking culture Equipping Joyful Ambassadors with the necessary interpersonal skills (e.g. active listening, communicating acceptance and recognizing emotions) conducive to providing mental support to other schoolmates through structured training and school-based workshops 	<ul style="list-style-type: none"> Students have their collaboration skills improved and proper values developed. Students have their interpersonal skills polished and can provide mental support to other schoolmates. 		<ul style="list-style-type: none"> Counselling Team
Whole year	S1-6	<ul style="list-style-type: none"> Broadening students' horizons and equipping them with generic skills by encouraging them to actively participate in external activities and /or competitions arranged by various Co-Curricular Activity (CCA) groups. 	<ul style="list-style-type: none"> Students can actively participate in external activities or competitions and capable to have awards in competitions. 		<ul style="list-style-type: none"> CCA Master Assistant CCA Master CCA advisors
Whole year	S2-6	<ul style="list-style-type: none"> Stretching the leadership potential of the CCA group leaders; enhancing their problem-solving and organization skills; as well as strengthening students' resilience in the "leadership training camp" and other co-curricular activities (e.g. Mock Court 模擬法庭 by Rotary District 3450). 	<ul style="list-style-type: none"> Students can play their leadership roles, as well as exhibit their problem-solving and organization skills and resilience in different events and activities. 		
Whole year	S1-6	<ul style="list-style-type: none"> Integrating experiential learning activities into the school curriculum and co-curricular activities to inculcate entrepreneurial spirit and other necessary qualities Providing opportunities for students to organize, host and participate in competitions, presentations, and exhibitions, including the Learning Celebration, Inter-house Quiz Competition Nurturing among subject elites and committee members of subject-related clubs competencies and leadership qualities by allowing them to take part in the planning and organization of various internal and external activities 	<ul style="list-style-type: none"> The majority of the students concerned show strengthened competencies and leadership qualities in the process of planning and organising activities / competitions. The majority of the students surveyed agree that they have developed their competencies and leadership qualities through participation in the relevant activities. Students generally have positive perceptions towards their problem-solving, creativity, leadership, and entrepreneurial spirit. 	<ul style="list-style-type: none"> Schemes of work Teachers' record Student survey APASO 	<ul style="list-style-type: none"> VP (Learning, Teaching & Assessment) All subject teachers and panel heads

Period	Level	Learning Goals and Values	Measures / Strategies	Criteria for Success (to achieve expected student performance)	Methods of Evaluation	Teacher(s)-in-charge
2.2 Assisting the students to set their learning goals and realize them through life-planning programmes						
Whole term	S1-6	<u>Learning Goals:</u> <ul style="list-style-type: none"> • Life Planning <u>Values:</u> <ul style="list-style-type: none"> • Perseverance • Responsibility 	<ul style="list-style-type: none"> • Organizing life-planning programmes in MCNE lessons (finding your colours of life, career mapping etc.), to foster a better students' self-understanding in characters, interests, ability, values and to explore their potentials in setting goals for accomplishments in life-planning. 	<ul style="list-style-type: none"> • Students have a better self-understanding (characters, interests, ability, values) • Students set their own learning goals and realize them. 	<ul style="list-style-type: none"> • Questionnaire • Teachers' observation • APASO and stakeholder survey 	• Life-planning Team
Whole term	S3-6		<ul style="list-style-type: none"> • Organizing experiential learning activities (e.g. interview workshop and institute / workplace visit) for widening students' scope on career and life planning; so that they gain a deeper understanding of the workplace / further studies and are equipped with life planning skills. 	<ul style="list-style-type: none"> • Students have their scope on career and life planning widened. • Students understand more about the workplace / further studies and are equipped with life planning skills. 		

Period	Level	Learning Goals and Values	Measures / Strategies	Criteria for Success (to achieve expected student performance)	Methods of Evaluation	Teacher(s)-in-charge
2.3 Optimizing conditions for students to integrate and apply STEAM-Ed related knowledge and skills from different disciplines for use in the realm of learning and in the future						
Whole year	S1-6	<u>Learning Goals:</u> <ul style="list-style-type: none"> • Breath of Knowledge • Information Literacy • Generic Skills <ul style="list-style-type: none"> ✓ Creativity ✓ Communication, mathematics, IT, critical thinking, problem solving, self-learning & collaboration skills <u>Values:</u> <ul style="list-style-type: none"> • Love of Learning • Perseverance • Responsibility • Diligence 	<ul style="list-style-type: none"> • Incorporating STEAM-related topics / activities into the curriculum of all related subjects to provide chances for students to apply related knowledge and skills in practical situation 	<ul style="list-style-type: none"> • The majority of the students can effectively integrate and apply STEAM-related knowledge and skills from the relevant disciplines when approaching such topics and readers in class. • Students generally have positive perceptions towards their creativity and entrepreneurial spirit. 	<ul style="list-style-type: none"> • Schemes of work • Teacher Observation • Assignment inspection • Teachers' record • Student survey • APASO 	<ul style="list-style-type: none"> • VP (Learning, Teaching & Assessment) • All subject teachers and panel heads

Period	Level	Learning Goals and Values	Measures / Strategies	Criteria for Success (to achieve expected student performance)	Methods of Evaluation	Teacher(s)-in-charge
2.4 Widening students' horizon and worldview through educational visits and cross-border learning programmes						
Whole year	S1-6	<p><u>Learning Goals:</u></p> <ul style="list-style-type: none"> • National and Global Identity • Breath of Knowledge • Language Proficiency • Generic Skills <ul style="list-style-type: none"> ✓ Communication Skills ✓ Creativity ✓ Critical Thinking Skills ✓ Collaboration Skills ✓ Self-Management Skills ✓ Information Technology Skills <p><u>Values:</u></p> <ul style="list-style-type: none"> • Perseverance • Respect for Others • Responsibility • National Identity • Empathy, Gratitude & Commitment • Integrity • Self-control & Citizenship • Diligence • Benevolence • Filial Piety • Unity • Love of Learning 	<ul style="list-style-type: none"> • Organizing educational visits and cross-border learning activities to widen students' horizon and worldview. • Enhancing students' understanding about our country's contemporary development; knowledge and experience about different cultures; as well as sense of national identity through arranging the following visits/tours: <ul style="list-style-type: none"> ✓ 跨科組活動：中華文化節 ✓ 跨科組社區考察：上環 ✓ 跨科組內地考察：廣州內地交流團 ✓ 公民與社會發展科內地考察：深圳創意文化考察 • Organizing an exchange tour to Beijing for student leaders to understand China's history and the latest economic development and to develop in them the national proudness • Organizing an overseas study tour to an English-speaking country to provide students with the opportunity to immerse themselves in an authentic English-speaking environment and experience a foreign culture • Disseminating to the entire school community the fruitful experience of the participants of the study tours 	<ul style="list-style-type: none"> • Having actively participated in the visits / cross-border learning activities, students should: <ul style="list-style-type: none"> ✓ have their horizon and worldview widened; ✓ gain understanding about our country's contemporary development; ✓ have their sense of national identity enhanced; and ✓ establish proper values and positive attitudes towards life. • Students show interests in cultural understandings through visits and reflections. • The leadership potential of selected senior students is unleashed • The language proficiency of our students joining the overseas study tour is facilitated. • The majority of the students can submit satisfactory reflections after the tour to share their experience with the school community. 	<ul style="list-style-type: none"> • Student survey (APASO, Stakeholder Survey) • School-based student survey • Teachers' observations • Schemes of work • Assignment inspection • Teachers' record 	<ul style="list-style-type: none"> • VP (Learning, Teaching & Assessment) • Assistant MCNE Master • CSD Panel Head • CCA Master • Assistant CCA Master • Year Heads • English Panel Head • LK • YSY

Major Concern 3: To nurture students' positive values for facilitating their personal and social development in a healthy lifestyle as well as for building up their collective responsibilities and commitment in serving the school, society and nation

Period	Level	Learning Goals and Values	Measures / Strategies	Criteria for Success (to achieve expected student performance)	Methods of Evaluation	Teacher(s)-in-charge
3.1 Helping students adopt the positive values to face difficulties when growing up by enriching the formal and informal curriculum						
Whole year	S1-6	<u>Learning Goals</u> <ul style="list-style-type: none"> • National and Global Identity • Healthy Lifestyle • Language Proficiency • Generic Skills <ul style="list-style-type: none"> ✓ Communication Skills ✓ Creativity ✓ Collaboration Skills ✓ Problem-Solving Skills ✓ Self-management Skills 	<ul style="list-style-type: none"> • Providing students with learning activities contextualized with appropriate current affairs and life events 【生活事件簿教材套】, to help students adopt the positive values to face difficulties when growing up. <ul style="list-style-type: none"> ✓ 中秋節 ✓ 國慶與國家成就 ✓ 尊重知識產權 ✓ 全球大事回顧 ✓ 環保消費 ✓ 國家安全與我 	<ul style="list-style-type: none"> • Students develop positive values and attitudes; as well as to practice desirable behaviours in their daily lives. • Students understand traditional Chinese virtues and to put them into actions; as well as have their affection for and sense of belonging to the country strengthened. 	<ul style="list-style-type: none"> • Student survey (APASO, Stakeholder Survey) • School-based student survey • Evaluation record • Teachers' observation • School Social Workers/ Observations • Discipline team case review • Visitors' comments 	<ul style="list-style-type: none"> • MCNE Master
2 nd Term	S1 or S2 & S3	<u>Values</u> <ul style="list-style-type: none"> • Perseverance • Respect for Others • Responsibility • National Identity • Empathy, Gratitude & Commitment 	<ul style="list-style-type: none"> • Organizing interactive/experiential workshops to nurture in students the positive values towards life and help them develop healthy ways to cope with setbacks and difficulties. <ul style="list-style-type: none"> ✓ OLE Day Workshop (S1 or S2) 「人生有得揀」 ✓ MCE Workshop (S3) 「失敗又如何」生命成長課 	<ul style="list-style-type: none"> • Students develop positive values towards life. • Students are more resilient in the face of adversity. 		<ul style="list-style-type: none"> • Counselling Team
Nov 2024 & May 2025	S1-2		<ul style="list-style-type: none"> • Arranging preventive workshops for junior students to cultivate them with a healthy lifestyle. <ul style="list-style-type: none"> ✓ 「吸煙多面睇」工作坊 ✓ 「COOLTEEN 有計」工作坊 	<ul style="list-style-type: none"> • Students establish a healthy lifestyle by: <ul style="list-style-type: none"> ✓ understanding the damages brought by taking harmful substances (such as drugs, cigarettes and related smoking products). ✓ being able to stand firm with peer pressure and temptation against taking harmful substances. 		<ul style="list-style-type: none"> • STW (Discipline Team)
Whole year	S1-6	<ul style="list-style-type: none"> • Integrity • Self-control & Citizenship • Diligence • Benevolence • Filial Piety • Unity • Love of Learning 	<ul style="list-style-type: none"> • Prefects organize activities to promote moral values (Integrity and Law-abidingness) to fellow schoolmates with their creativity, collaboration skills, and problem-solving skills: <ul style="list-style-type: none"> ✓ 廉政公署互動劇場 ✓ 【知法守法】問答比賽 ✓ 【廉潔奉公】標語創作比賽 ✓ 【知法守法】價值觀集會分享 	<ul style="list-style-type: none"> • Prefects can promote moral values to their fellow schoolmates while simultaneously strengthening their own moral character. • Students recognize that lawfulness and integrity are important; and are willing to comply with regulations and avoid illegal behaviors. 		<ul style="list-style-type: none"> • LHM (Discipline Team)

Whole year	S1-6		<ul style="list-style-type: none"> Organizing art exhibitions and performances in the school events (e.g. Pre-S1 Info Day, Annual Speech Day, Variety Shows) for students to develop their creative and aesthetic abilities. Equipping Arts Ambassadors with communication and collaboration skills by presentation to the visitors in various events. 	<ul style="list-style-type: none"> Students exhibit the creative, aesthetic and presentation abilities through the exhibitions and the performances through active participation. Students are equipped with leadership abilities in organizing the Variety Shows. 		<ul style="list-style-type: none"> CCA Master Assistant CCA Master, CCA advisors of aesthetic groups and interest groups
Whole year	S1-6		<ul style="list-style-type: none"> Strengthening the incorporation of national security education elements into the curriculum as well as learning and teaching materials Incorporating positive values and attitudes into the learning and teaching materials adopted in all subjects Enhancing students' sense of responsibility, integrity and self-control & citizenship through organizing and participating in cross-curricular (inter-class/house) competitions and other learning activities 	<ul style="list-style-type: none"> National security education elements are incorporated into learning materials in each level of all subjects. The majority of students can share ideas, either in class or in their work submitted, which reflect their understanding and development of relevant positive values and attitudes. Students, parents and teachers generally share positive views on aspects of student development related to values education, interpersonal skills and attitudes, moral character, and how to resolve problems related to growing up. Students generally have shown more positive and improved perceptions towards different aspects of their affective development, such as their affects, satisfaction, meaning in life, honesty, morality, school atmosphere, and national identity. 	<ul style="list-style-type: none"> Schemes of work Assignment inspection Teacher observation Student survey Stakeholder survey APASO 	<ul style="list-style-type: none"> VP (Learning, Teaching & Assessment) All subject teachers and panel heads

Period	Level	Learning Goals and Values	Measures / Strategies	Criteria for Success (to achieve expected student performance)	Methods of Evaluation	Teacher(s)-in-charge
3.2 Cultivating a spirit among students to practice Chinese virtues and to serve the community through co-curricular activities						
Whole year	S1-6	Learning Goals: <ul style="list-style-type: none"> • National and Global Identity • Healthy Lifestyle • Generic Skills <ul style="list-style-type: none"> ✓ Communication Skills ✓ Creativity ✓ Collaboration Skills ✓ Self-management Skills 	<ul style="list-style-type: none"> • Providing students with learning activities contextualized with appropriate current affairs and life events, to cultivate in them a spirit to practise Chinese virtues. • Providing students with learning activities to enhance their sense of national identity. <ul style="list-style-type: none"> ✓ 中華文化節 ✓ 生活事件簿：中秋節 ✓ 上環社區考察 ✓ 廣州考察 ✓ 北京歷史、經濟及文化交流團 	<ul style="list-style-type: none"> • Students develop proper values; are instilled with positive attitudes; and observe desirable behaviours. • Students understand traditional Chinese virtues and put them into actions, as well as have their affection for and sense of belonging to the country strengthened. 	<ul style="list-style-type: none"> • Student survey (APASO, Stakeholder Survey) • School-based student survey • Teachers' observation 	• MCNE Master
		Values: <ul style="list-style-type: none"> • Perseverance • Respect for Others • Responsibility • National Identity 	<ul style="list-style-type: none"> • Organizing environmental activities to promote a green and healthy lifestyle among students and to build up their collective responsibilities and commitment in environmental protection. <ul style="list-style-type: none"> ✓ 生活事件簿：環保消費 ✓ 社區環保考察：啟德 ✓ 校園環保提示卡 	<ul style="list-style-type: none"> • Students develop a green and healthy lifestyle. • Students build up their collective responsibilities and commitment in the conservation of the environment. 		• YCY (Green Team)
Dec 2024	S1-6	<ul style="list-style-type: none"> • Integrity • Law-abidingness • Empathy, Gratitude & Commitment • Diligence • Benevolence • Filial Piety • Unity 	<ul style="list-style-type: none"> • Cultivating students' traditional virtue of filial piety and teaching them to show love, care and respect to their parents and elders at home through gift-making workshops • Cultivating in students a sense of thankfulness to people who have helped them and appreciation for what they possess by organizing various activities and competitions during the Gratitude Month 	<ul style="list-style-type: none"> • Students are filial to and thankful for their parents and repay the kindness of parents. • Students are grateful to people who have helped them and cherish what they possess after the activities. 		• Counselling Team
Whole year	S1-6		<ul style="list-style-type: none"> • Engaging students in community services through the CCA service groups to enrich students' learning experience; and to cultivate among themselves a caring attitude with civic responsibility and engagement. 	<ul style="list-style-type: none"> • Students are willing to engage in services to the community. • Students can express their gratitude through participation in the services. 		<ul style="list-style-type: none"> • CCA Mistress, • Assistant CCA Master • CCA advisors of service groups

Period	Level	Learning Goals and Values	Measures / Strategies	Criteria for Success (to achieve expected student performance)	Methods of Evaluation	Teacher(s)-in-charge
3.3 Strengthening the partnership between the school and home education						
Whole year	N.A.	<u>Learning Goals:</u> <ul style="list-style-type: none"> • Healthy Lifestyle • Generic Skills <ul style="list-style-type: none"> ✓ Communication Skills ✓ Collaboration Skills <u>Values:</u> <ul style="list-style-type: none"> • Respect for Others • Filial Piety • Unity 	<ul style="list-style-type: none"> • Arranging dual class teachers in all S1-5 classes to foster communications with parents. • Subscribing a parent education App / online platform to promote parent education through multimedia positive parenting information. • Organizing parents education and parent-child education activities / workshops, in collaboration with the Parents & Teachers Association (PTA), to enhance the cultivation of positive values and a healthy lifestyle among students. • Arranging regular PTA meetings and student-parent-teacher joint consultation meetings to foster good communications and receive opinions for healthy school development. 	<ul style="list-style-type: none"> • Students and parents experience reports from the school and the developmental needs of students are catered for. • The home-school communications (e.g. through the PTA, with class/subject teachers, consultation meetings on parents' days, etc.) are effective and constructive. • Parents (and students) give positive evaluation on the educational activities. 	<ul style="list-style-type: none"> • Stakeholder survey • Parents' survey on events • PTA meeting minutes 	<ul style="list-style-type: none"> • VP (Student Development & Support) • VP (School Administration)