

SKH Lam Kau Mow Secondary School

Evaluation of Annual Plan 2022-2023

School Theme: We grow with faith and hope; We soar with love and effort 因信存望 敦愛篤行

School Motto: Acquiring knowledge and practising with determination 致知力行

Major Concern 1: To promote effective learning and teaching (Domain2: Learning and Teaching)

Target	Strategies	Success Criteria	Achievements, Reflection and Suggestions
1.1 Self-directed learning and good learning habits are strengthened	1.1.1 Class-time Programmes are organized for students to learn how to monitor their own learning process by setting short-term or long-term goals, planning, evaluating and writing progress reports in the student diary.	1.1.1 ≥70% of the students report that the learning progress report in the student diary can help them monitor their own learning process effectively.	<ul style="list-style-type: none"> ● 81.8% of students agreed that the learning progress reported in the student diary could help them to monitor their learning process effectively, but only 46.5% of teachers agreed. ● This strategy helped students set their goals for their learning and was beneficial to them although teachers might think that it did not directly strengthen students' self-directed learning and good learning habits. ● It was suggested that follow up activities in various forms should be done throughout the year to encourage and remind students to follow their plans.
	1.1.2 Students are requested to do the following in order to develop good learning habits: (a) Pre-lesson preparations (b) Note-taking (c) Daily revision (d) Taking initiative to ask questions in lessons To ensure that students would follow, there should be	1.1.2 ≥70% of the students report that they can develop good learning habits with this strategy.	<ul style="list-style-type: none"> ● 85.2% of students agreed that they could develop good learning habits through pre-lesson preparations, note-taking, daily revision, and taking the initiative to ask questions in lessons. ● Most teachers (65.1%) believed that students could develop good learning habits through pre-lesson preparation, note-taking, and taking the initiative to ask questions in lessons, though the target of 70% had not been reached. ● It was suggested that the implementation of this strategy should be reinforced in the coming academic year.

Target	Strategies	Success Criteria	Achievements, Reflection and Suggestions
1.1 Self-directed learning and good learning habits are strengthened	regular checks of their work by subject teachers. Teachers can give appreciation and recognition of their work in order to motivate them to keep good learning habits.		
	1.1.3 Learning strategies and practical ways to master the subject content and concepts are shared by subject teachers at the beginning of a new school term.	1.1.3 ≥70% of the students report that the subject teachers have shared learning strategies and practical ways to master the subject content and concepts intermittently.	<ul style="list-style-type: none"> ● 92.3% of students agreed that teachers shared learning strategies and practical ways to master the subject content and concepts intermittently. ● It was suggested that this good practice should continue in the coming academic year.
	1.1.4 More outside-the-classroom or life-wide learning activities are arranged to arouse students' interests in learning, motivate them to learn independently and broaden their horizons.	1.1.4 ≥70% of the students reckon that more life-wide learning activities have been arranged to arouse their interests in learning, motivate them to learn and broaden their horizons.	<ul style="list-style-type: none"> ● 87.7% of students and 72.1% of teachers agreed that there were more life-wide learning activities than the previous years. They were positive about the arrangements. ● It was suggested that this good practice should be kept.
	1.1.5 A talk about self-directed learning for students to know how they can learn	1.1.5 ≥70% of the students reckon that that the talk	<ul style="list-style-type: none"> ● The Principal talked about the importance of self-directed learning in the School Opening Ceremony instead of arranging a talk for that this year.

Target	Strategies	Success Criteria	Achievements, Reflection and Suggestions
<p>1.1 Self-directed learning and good learning habits are strengthened</p>	<p>independently outside the classroom is arranged in a Day-2 assembly.</p>	<p>has let them learn more about self-directed learning and have some ideas how to learn independently outside the classroom.</p>	<ul style="list-style-type: none"> ● As it was believed that students needed more ideas for how they could learn independently outside the classroom, it was suggested that a talk focused on the techniques for independent, self-directed learning should be arranged in the coming academic year.
	<p>1.1.6 Assignments are given to students in order to assess if they have a good grasp of the learning skills. <u>Examples:</u></p> <p>(a) Ask students to summarize a topic by using a flow chart, a table or a mind map; (b) Collect their notes for checking (c) Evaluate if more students take initiative to ask questions in class. (d) Give them a quiz to check if they have done pre-lesson preparations.</p>	<p>1.1.6 ≥70% of the students report that subject teachers have given them assignments to assess if they have a good grasp of the learning skills intermittently.</p>	<ul style="list-style-type: none"> ● 94.8% of students agreed that subject teachers gave them assignments to assess if they had a good grasp of the learning skills intermittently. 93.1% of teachers agreed that they gave students assignments to check if they grasped the learning skills. The results were well above the target. Based on the classroom observation, there was some improvement in students' initiative to ask questions in class but this still needed to be further strengthened. ● It was suggested that various methods should be used to facilitate the development of learning skills among students.
<p>1.2 Students with diverse learning abilities can learn effectively</p>	<p>1.2.1 Different teaching strategies and assessment methods suitable for different learners are employed.</p>	<p>1.2.1 ≥70% of the students reckon that the subject teachers have adopted different teaching strategies and</p>	<ul style="list-style-type: none"> ● 91.7% of students and 95.4% of teachers agreed that subject teachers adopted different teaching strategies and assessment methods to cater for students with different learning abilities. ● It was suggested that these good practices should be kept.

Target	Strategies	Success Criteria	Achievements, Reflection and Suggestions
		assessment methods for them to cater for their different learning abilities.	
1.2 Students with diverse learning abilities can learn effectively	1.2.2 Tiered assessments and assignments for different levels of students are given so that weaker students manage to answer tough questions and gain a sense of satisfaction. (The weaker students can request to have tips or guidelines for tough questions in quizzes / tests / assignments)	1.2.2 ≥70% of the students report that <i>some</i> tiered assessments and assignments for different levels of students have been given.	<ul style="list-style-type: none"> ● 88.6% of students and 69.8% of teachers agreed that tiered assessments and assignments for different levels of students were given. ● It was suggested that the strategy should be adjusted and strengthened. More practical ideas on tailoring tiered assessments and assignments should be shared among teachers to facilitate the production of tasks/ materials which suit their subjects.
	1.2.3 More challenging or high-order-thinking questions are included in the assignments and assessments for stronger students.	1.2.3 ≥70% of the students report that some high-order-thinking questions are included in the assignments and assessments.	<ul style="list-style-type: none"> ● 92.0% of students and 93.0% of teachers agreed that high-order-thinking questions were included in the assignments and assessments. ● It was suggested that this good practice should be kept.
	1.2.4 Students of different abilities are grouped strategically so that there will be stronger students guiding weaker students in a group.	1.2.4 ≥70% of the students report that they are grouped for collaborative learning in lessons.	<ul style="list-style-type: none"> ● 91.7% of students and 74.4% of teachers agreed that the grouping for collaborative learning in lessons had a positive effect on learning. ● It was suggested that this good practice should be kept.

Target	Strategies	Success Criteria	Achievements, Reflection and Suggestions
<p>1.2 Students with diverse learning abilities can learn effectively</p>	<p>1.2.5 An inclusive learning environment is created for students of diverse learning abilities so that students would not be afraid of making mistakes, and be able to give positive and constructive comments to each other.</p>	<p>1.2.5 $\geq 70\%$ of the students feel that they are safe and valued, and are not afraid of making mistakes.</p>	<ul style="list-style-type: none"> ● 73.9% of students, but only 32.6% of teachers agreed that the former were not afraid of making mistakes in learning. Students' feedback reflected that they might feel safe in their learning environment and they were ready to take risk and attempt something unfamiliar. Teachers' feedback revealed their high expectation on students. They hoped that students could step further out of their comfort zone to unleash their potentials. ● It was suggested that more encouragement should be given to students as they were in general passive. Positive comments should be given to students when they asked and answered questions for appreciating their active participation.
	<p>1.2.6 Students are required to practise self-directed learning skills by learning a new thing on their own during a long holiday. This would foster a growth mindset in students.</p>	<p>1.2.6 $\geq 70\%$ of the students have had an opportunity to practice self-directed learning skills by learning a new thing during a long holiday.</p>	<ul style="list-style-type: none"> ● 85.5% of students agreed that they had the opportunity to practice self-directed learning skills by learning a new thing during a long holiday. ● It was suggested that this good practice should be kept.
	<p>1.2.7 A staff development programme (Quality School Improvement Project by the CUHK) is organized to equip teachers with appropriate strategies for helping students of different learning abilities to learn effectively.</p>	<p>1.2.7 A staff development programme has been organized to equip teachers with appropriate strategies for helping students of different learning abilities to learn effectively.</p>	<ul style="list-style-type: none"> ● Over 75% of teachers opined that the session equipped them with appropriate strategies for helping students of different learning abilities to learn effectively.

Target	Strategies	Success Criteria	Achievements, Reflection and Suggestions
	1.2.8 Some relevant class-time programmes or talks are arranged in Day 2 Assembly to foster in students a growth mindset.	1.2.8 ≥70% of the students reckon that some relevant class-time programmes or talks can make them believe that their talents can be developed by different means.	<ul style="list-style-type: none"> ● 82.5% of students agreed that Class-time programmes or talks in Day 2 Assembly made them believe that their talents could be developed by different means.
1.3 Student-centred pedagogies are employed in daily teaching	1.3.1 Think-pair-share collaborative learning strategy is adopted.	1.3.1 ≥70% of students agree that they have formed groups and shared ideas for various subjects in lessons.	<ul style="list-style-type: none"> ● 90.4% of students and 83.8% of teachers reported that groups were formed to share ideas for various subjects in lessons. ● It was suggested that this good practice should be kept.
	1.3.2 More cooperative and collaborative group work is conducted in lessons to enhance their thinking, problem-solving and collaborative skills.	1.3.2 ≥70% of the students report that the subject teachers have conducted cooperative and collaborative group work in lessons.	<ul style="list-style-type: none"> ● 91.6% of students and 93.0% of teachers agreed that subject teachers conducted cooperative and collaborative group work in lessons. ● It was suggested that this good practice should be kept.
	1.3.3 Students are given more chances to assess their peers' classwork or assignments to reinforce what they have learned and	1.3.3 ≥70% of the students report that the subject teachers have conducted	<ul style="list-style-type: none"> ● Peer assessment was adopted in some subjects. Students could learn from their classmates' work. Through giving each other comments and suggestions, they could help improve each other's work. ● This good practice should be promoted in all subjects.

Target	Strategies	Success Criteria	Achievements, Reflection and Suggestions
	enhance their collaborative skills.	cooperative and collaborative group work in lessons.	
1.3 Student-centred pedagogies are employed in daily teaching	1.3.4 Students are given more chances to speak in groups or in front of the whole class to boost their presentation skills and build up their self-confidence.	1.3.4 $\geq 70\%$ of the students report that the subject teachers have given them chances to speak in groups or in front of the whole class.	<ul style="list-style-type: none"> ● 94.2% of students and 95.4% of teachers agreed that subject teachers gave students chances to speak in groups or in front of the whole class. ● It was suggested that this good practice should be kept.
	1.3.5 A flipped-classroom approach is adopted on a trial basis (using one or two topics).	1.3.5 $\geq 20\%$ of the students report that the subject teachers have tried a flipped-classroom approach	<ul style="list-style-type: none"> ● 91.6% of students agreed that subject teachers tried the flipped-classroom approach. The result was somewhat dubious. Some students might not clearly understand what flipped-classroom was. ● It was suggested that teachers should modify the pedagogy and try again in the coming year.
	1.3.6 Collaborative lesson planning is implemented. Teachers would pair up and co-plan the teaching strategies and lessons with a focus on student-centred pedagogies . They would have classroom observation and evaluation afterward.	1.3.6 All teachers have paired up and co-planned the teaching strategies and lessons with a focus on student-centred pedagogies.	<ul style="list-style-type: none"> ● 74.4% of teachers agreed that collaborative lesson planning helped them reflect on their teaching. ● It was suggested that teachers should pair up and have lesson observation with a focus on student-centred pedagogies in the coming year.

Major Concern 2: To enhance STEAM education (Domain 2: Learning and Teaching)

Target	Strategies	Success Criteria	Achievements, Reflection and Suggestions
<p>2.1 Students have developed creativity, collaboration and problem solving skills</p>	<p>2.1.1 Learning strategies and practical ways to master the subject content and concepts are shared by subject teachers at the beginning of a new school term.</p>	<p>2.1.1 ≥70% of the students report that the subject teachers have shared learning strategies and practical ways to master the subject content and concepts intermittently.</p>	<ul style="list-style-type: none"> ● Over 70% of the students reflected that teachers' sharing was useful for them to master the subject content. Teachers employed various strategies, including Direct Instruction, Hands-on Activities, Group Work and Collaborative Learning, Use of Visual Aids, Technology Integration, Formative Assessment, Differentiation, and Real-World Connections, to enhance students' understanding. These strategies helped students engage with the subject matter, facilitated active learning, and provided meaningful connections to the real world, resulting in improved mastery of the content.
	<p>2.1.2 Think-pair-share collaborative learning strategy is adopted.</p>	<p>Repeated (1.3.1)</p>	<ul style="list-style-type: none"> ● The think-pair-share collaborative learning strategy was adopted in D&T, CL, VA, and Science, resulting in increased engagement, collaboration, and participation among students. This strategy involved students thinking individually about a topic or question, pairing up with a partner to discuss their thoughts, and then sharing their ideas with the whole class during the subsequent discussion phase. This process allowed students to refine and consolidate their ideas through dialogue with their partners, promoting deeper understanding and learning.
	<p>2.1.3 More cooperative and collaborative group work is conducted in lessons.</p>	<p>2.1.3 ≥70% of students agree that there has been group work for various subjects in lessons.</p>	<ul style="list-style-type: none"> ● Over 70% of the students agreed that there was group work for various subjects such as D&T, CL, VA, and Science in their lessons. Teachers implemented strategies such as Structured Group Tasks, Heterogeneous Grouping, Reflection and Accountability, Peer Feedback, Whole-Class Sharing, and Reflection and Debriefing to

2.1 Students have developed creativity, collaboration and problem solving skills			enhance teamwork and encourage active participation among students.
	2.1.4 Students are encouraged to take part in open competitions involving their creativity, collaboration and problem-solving skills.	2.1.4 ≥ 100 students have taken part in open competitions involving their creativity, collaboration and problem-solving skills.	<ul style="list-style-type: none"> Over 80% of the students took part in open competitions that involved their creativity, collaboration, and problem-solving skills. These STEAM competitions offered a variety of challenges, including Robotics Competitions, Science Olympiads, Math Olympiads, Destination Imagination, Technovation Challenge, Exhibition and Showcase events, and R&D Projects. Participating in these competitions fostered a passion for learning and helped students develop critical skills.
	2.1.5 Assignments / Projects that help enhance students' creativity, collaboration and problem-solving skills are given to them.	2.1.5 ≥70% of teachers report that they have given assignments/projects that can enhance students' creativity, collaboration and problem-solving skills.	<ul style="list-style-type: none"> Over 80% of the teachers reported that they were given assignments/projects that could enhance students' creativity, collaboration, and problem-solving skills, including Design Challenges, Project-Based Learning, Case Studies, Group Research Projects, Innovation Challenges, Cross-Curricular Projects, and Exhibition or Presentation Projects. These types of assignments and projects provided opportunities for students to actively engage in the learning process, think critically, collaborate with peers, and develop their creativity and problem-solving skills. Teachers adapted and customized these approaches based on the subject, grade level, and learning objectives.
2.1.6 STEAM activities for F.1 and F.2 students are arranged on the OLE day.	2.1.6a STEAM activities for F.2 students were arranged on the OLE day. 2.1.6b Positive feedback from teachers concerned 2.1.6c ≥70% of student participants	<ul style="list-style-type: none"> Over 80% of the student participants agreed that they learnt STEAM-related skills on the OLE day. Students participated in VR/AR workshop and Robotic arm workshop. Network problems and issues with the iPad significantly impacted the effectiveness of a lesson that relied on technology. While technology could greatly enhance the learning experience, it was essential to have contingency plans and alternative strategies in place to mitigate the impact of network and device problems on the effectiveness of those lessons. 	

		agree that they have learnt STEAM-related skills on the OLE day	
	2.1.7 The products of students are showcased in an Assembly/ through Campus TV/ in the school hall.	2.1.7a ≥1 campus TV programme have been held to showcase the products of students 2.1.7b ≥1 session have been held to let students introduce their products in an assembly or during lunch time	<ul style="list-style-type: none"> The products of students were showcased through Campus TV once. It showcased the products of students while enhancing their educational experience. <p>Participating in an assembly in collaboration with Life Education provided students with a platform to showcase their products while integrating important life skills and health education. Creating a water filter model as part of the session helped students grasp the importance of clean water and the challenges faced by communities in impoverished regions. This hands-on demonstration encouraged empathy, critical thinking, and a sense of social responsibility among students, empowering them to contribute to positive change in the world.</p>
2.2 Students' potential in STEAM subjects is unleashed	2.2.1 Cross-curricular projects are carried out to unleash their potential for STEAM development.	2.2.1 ≥1 Cross-curricular project(s) between D&T and VA departments for each junior form have been carried out.	<ul style="list-style-type: none"> A cross-curricular project – Class Logo Design between Design & Technology (D&T) and Visual Arts (VA) departments was implemented for each junior form. The project fostered collaboration, creativity, and interdisciplinary learning among students. Through this project, students were able to develop a deeper understanding of design principles, collaboration, and the creative process. The creation of a class logo provided students with a tangible representation of their collective identity, serving as a source of pride and unity among classmates.

<p>2.2 Students' potential in STEAM subjects is unleashed</p>	<p>2.2.2 A course devised by the CUHK for integrating STEAM elements to the subjects, CL, Mathematics and Science is adopted to equip them with appropriate STEAM knowledge and skills.</p>	<p>2.2.2a ≥70% of CL, Mathematics and Science teachers agree that the course content has been well delivered to them.</p> <p>2.2.2b CL, Mathematics and Science Departments have worked out the plan for adapting the course content in the subjects for the school year 2023-2024.</p>	<ul style="list-style-type: none"> ● During the 2022-2023 academic year, the CUHK AI course successfully integrated STEAM elements into the subject of Computer Literacy. This integration enabled students to acquire STEAM knowledge and skills by combining Science, Technology, Engineering, Arts, and Mathematics within the curriculum. The curriculum provided students with the opportunity to enhance their critical thinking, problem-solving, and creativity abilities while deepening their understanding of Computer Literacy concepts. The positive feedback received from all CL teachers indicated that the course content was effectively delivered. This suggested that the teachers found the materials and teaching methods could help students grasp the STEAM concepts. Overall, the course equipped teachers with the necessary knowledge and skills to effectively deliver STEAM education. ● ● The STEAM Subject Departments have collaboratively devised a plan to adapt the course content for the school year 2023-2024. Their goal is to incorporate innovative teaching approaches that align with the evolving educational landscape. The plan focuses on integrating STEAM elements and fostering critical thinking, problem-solving, and creativity among students. Real-world applications, hands-on activities, and technology integration will be utilized to enhance engagement and relevance. This joint effort aims to provide students with a well-rounded education, preparing them for the future. The plan ensures a comprehensive curriculum that aligns with subject-specific objectives and learning outcomes, supporting students' holistic development.
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<p>2.2 Students' potential in STEAM subjects is unleashed</p>	<p>2.2.3 The curriculum of related subjects is revised to facilitate STEAM education (IT Lab projects – VR apps, robotic arm, fin tech, etc.)</p>	<p>2.2.3 The curriculum of CL and VA has been revised to facilitate STEAM education.</p>	<ul style="list-style-type: none"> ● The curriculum of related subjects was revised to facilitate STEAM education, with a particular focus on IT Lab projects. These projects encompassed a wide range of topics, including the development of virtual reality (VR) applications, robotic arm programming, and financial technology (FinTech). Incorporating these projects into the curriculum provided students with hands-on experiences that promoted interdisciplinary learning and the application of STEAM principles. VR app development allowed students to explore the realms of technology and creativity, while working on robotic arm projects enhanced their understanding of engineering and programming concepts. Additionally, the inclusion of FinTech projects enabled students to explore the intersection of finance and technology. These revised curriculum initiatives aimed to foster critical thinking, problem-solving, collaboration, and creativity among students. By engaging in these real-world applications, students developed skills that were highly relevant in the modern technological landscape.
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Major Concern 3: To promote students' social-emotional development (Domain 3: Student Support and School Ethos)

Target	Strategies	Success Criteria	Achievements & Reflection
<p>3.1 Christian values and character strengths are nurtured</p> <p>(Focused Christian values and character strengths: love, caring, resilience, risk-taking, self-confidence and self-worth)</p>	<p>3.1.1 A regular Christian Assembly (on Day-7 morning) is introduced for promoting Christianity and instill in students Christian values e.g. love, faith, peace, etc.</p>	<p>3.1.1 ≥70% of the students report that the regular Christian Assembly can help them develop Christian values.</p>	<ul style="list-style-type: none"> ● All participating students were actively engaged in reading scriptures and praying during the Day-7 Assembly. Teachers agreed that Christian values were developed through hymns, prayers and message sharing in the assemblies. ● It was suggested that popular hymns could be introduced to raise students' interest in singing. Collaboration with the music teacher could be done to enhance students' proficiency in hymns.
	<p>3.1.2 Joint-school fellowship is arranged to increase students' exposure and the exchange of testimonies of their Christian life with peers of other schools, etc.</p>	<p>3.1.2 ≥70% of the students report that the joint-school fellowship can help them learn more about Christian life.</p>	<ul style="list-style-type: none"> ● Due to the pandemic, only fellowship gatherings within the school were held this year. ● It was suggested that inter-school fellowship gatherings should be held in May, 2024.

Major Concern 3: To promote students’ social-emotional development (Domain 3: Student Support and School Ethos)

Target	Strategies	Success Criteria	Achievements & Reflection
<p>3.2 Students have balanced whole-person development</p>	<p>3.2.1 The extension of the hand-in-hand Programme for S1 to S2 and S3 is to be discussed.</p>	<p>3.2.1 There will be a brief report on the worthiness of the extension of the hand-in-hand programme to S2 and S3.</p>	<ul style="list-style-type: none"> ● After discussion, it was agreed that the Hand-in-hand Programme should be maintained in F.1 only as the main purpose of it was to help students adapt to secondary school life. For those students who experienced difficulties in F.2 and F.3, support was available from the counselling team and the social workers.
	<p>3.2.2 Class-time Programme is revamped to enhance value education and students’ character strengths.</p>	<p>3.2.2 ≥60% of the students report that the revamped Class-time Programme has helped them develop their character strengths.</p>	<ul style="list-style-type: none"> ● 85% of the F1 and F2 students while 75.1% of the F1 and F2 class teachers agreed that the Class-time Programme helped develop character strengths. ● It was suggested that the revamped programme should be extended to F.3 as scheduled.
	<p>3.2.3 Leadership Training Programme / Outward Bound is arranged for senior-form students who are taking the leading role.</p>	<p>3.2.3 ≥70% of the student who joined the Leadership Training Programme / Outward Bound report that the programme has enhanced their leadership skills.</p>	<ul style="list-style-type: none"> ● The prefect camp was organized in June 2023 by the head-prefects, captains and vice-captains. 100% of the respondents agreed that the activity helped them know more about their team members and enhanced team building. All of them agreed that it made them more confident in performing prefect duties. 99% of the respondents agreed that the activity helped raise their leadership skills. ● It was suggested that the training camp should be organized again in the coming year as it was conducive to training student leaders at school.
	<p>3.2.4 Adventure-based camps are organised for junior-</p>	<p>3.2.4 ≥70% of the students who joined</p>	<ul style="list-style-type: none"> ● 78% of students agreed that the activity “Iron Man” raised their self-confidence and 89% agreed that it

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	form students to develop in them risk-taking attitude and self-confidence.	the adventure-based camps report that the camps have developed in them risk-taking attitude and self-confidence.	could help build class spirit. <ul style="list-style-type: none"> ● Due to the pandemic in the past two years, the activity was changed from a whole-day one to a half-day one. Since there would be a school musical in September 2023, it was suggested that the activity should remain a half-day one in the coming year.
3.2 Students have balanced whole-person development	3.2.5 The character strengths the school focuses on are promoted by any means necessary.	3.2.5≥60% of the students report that the Class Teachers have helped develop their character strengths the school focuses on.	<ul style="list-style-type: none"> ● 90.4% of students and 81.4% of class teachers agreed that class teachers helped develop the character strengths the school focuses on. ● It was suggested that this good practice should be kept.
	3.2.6 Service-Learning Programme is organized for different levels of students (F.1 – F.5)	3.2.6≥70% of the students report that the Service-Learning Programme has helped increase their awareness of the society.	<ul style="list-style-type: none"> ● 89.2% of students, but only 53.5% of teachers agreed that the Service-Learning Programme helped students increase their awareness of society. The target of 70% had not been met. ● It was suggested that the programme should be modified to further raise students' awareness of different people's needs in society. Moreover, it should be implemented formally in F.1-F.5 in the coming year to allow more students to contribute to the community.
	3.2.7 Students are requested to set goals for the non-academic development.	3.2.7≥70% of the students report that the goal setting requirement for the non-academic development has helped reach their	<ul style="list-style-type: none"> ● 88% of students, but only 53.5% of teachers agreed that the goal-setting requirement for non-academic development helped students reach their non-academic achievements. ● It was suggested that more emphasis should be put on students' non-academic work but not just the

3.2 Students have balanced whole-person development		non-academic achievements.	academic one. Moreover, follow-up activities in various forms should be done throughout the year to encourage and remind students to follow their plans.
	3.2.8 'One student One Co-curricular Activity' Policy is adopted.	3.2.8 ≥70% of the students report that the 'One student One Co-curricular Activity' Policy helped them develop different interests and skills.	<ul style="list-style-type: none"> ● 87.7% of students and 74.4% of teachers agreed that 'One student One Co-curricular Activity' Policy helped students develop different interests and skills. <p>74.8% of students reported that they joined at least one open competition outside school, 88.3% of students participated in at least one extra-curricular activity in school, and 78.1% of students joined a uniform group or social service activity.</p> <ul style="list-style-type: none"> ● It was suggested that the policy should still be adopted for F.1-F.3 students to allow them to develop various generic skills, including collaboration, communication, problem-solving and self-management skills.
	3.2.9 More outside-the-classroom or life-wide learning activities are arranged to arouse students' interest in learning, motivate them to learn independently and broaden their horizons. (repeated)	3.2.9 ≥70% of the students report that the activities have aroused their interest in learning, motivated them to learn independently and broaden their horizons.	<ul style="list-style-type: none"> ● 87.7% of students and 72.1% of teachers agreed that there were more life-wide learning activities. Their responses to this strategy were positive. ● It was suggested that this good practice should be kept.

Target	Strategies	Success Criteria	Achievements & Reflection
<p>3.3 The sense of national identity is fostered</p>	<p>3.3.1 A multi-purpose room is set up for students to learn Chinese culture, customs and traditions.</p>	<p>3.3.1≥70% of the students report that the multi-purpose room has helped them learn Chinese culture, customs and traditions.</p>	<ul style="list-style-type: none"> ● 83.7% of students and 69.8% of teachers agreed that the Chinese Culture Room helped students learn Chinese culture, customs and traditions.
	<p>3.3.2 More activities by the Chinese society are organized for students to learn more about Chinese culture.</p>	<p>3.3.2≥70% of the students report that the Chinese society has organized different activities for them to enhance their knowledge about Chinese culture.</p>	<ul style="list-style-type: none"> ● 90.2% of students and 86% of teachers agreed that Chinese Society organized different activities for students to enhance their knowledge of Chinese culture. ● It was suggested that more departments could get involved to organize those activities in the coming year.
	<p>3.3.3 Prayer sessions about the nation and HK are included in Day 2 or Day 7 assemblies.</p>	<p>3.3.3≥70% of the students report that the prayer sessions about the nation and HK have increased their awareness of the nation and HK.</p>	<ul style="list-style-type: none"> ● 87.7% of students agreed that the prayer sessions about the nation and HK increased their awareness of the nation and HK. However, only 58.1% of teachers agreed. ● It was suggested that more emphasis should be put on that in the prayer sessions of the Day 7 assemblies.
	<p>3.3.4 More short talks about the development of the nation are arranged during the flag-raising ceremonies.</p>	<p>3.3.4≥70% of the students report that the short talks during the flag-raising ceremonies have increased their sense of belonging</p>	<ul style="list-style-type: none"> ● 85.6% of students, but only 60.4% of teachers agreed that the short talks during the flag-raising ceremonies increased students' sense of belonging to the nation though the target of 70% had not been met yet. ● It was suggested that more short talks could be arranged and students could be invited to give the

3.3 The sense of national identity is fostered		to the nation.	talks besides the principal and vice principals.
	3.3.5 Implementation of measures to safeguard national security and promote national education are improved continuously	3.3.5 The implementation of measures to safeguard national security and promote national education measures are improved continuously.	<ul style="list-style-type: none"> The following measures were implemented, regular checks to make sure that the books in the library, and posters on campus did not violate the NSL; the contracts for non-teaching staff and the venue rental forms included the requirements to comply with the NSL.
	3.3.6 Exchange activities with our sister school in mainland China are organized.	3.3.6 ≥70% of the students report that participating in exchange programmes with our sister school has improved their understanding of mainland society.	<ul style="list-style-type: none"> The exchange activities were not organized this academic year as making connections with the school in the mainland was still in progress. It was suggested that a study tour to a sister school in the mainland should be organized next year.
3.3.7 China study tours are organized for students to know more about the development of STEAM education in the mainland, learn more about the Chinese culture and strengthen their national identity.	3.3.7 ≥70% of the students who joined the China study tours report that the tour has let them understand better the development of STEAM education in the mainland, learn more about the Chinese culture and strengthen their national identity.	<ul style="list-style-type: none"> 94.9% of F.5 students agreed that the China study tour let them understand better the development of STEAM education in the mainland, 92.4% learnt more about the Chinese culture, and 91.2% of them expressed that the tour strengthened their national identity. 78.2% of teachers agreed that the China study tour let students understand better the development of STEAM education in the mainland, 81.8% learn more about the Chinese culture, and 79% of them believed that the tour strengthened students' national identity. 	

Evaluations of Annual Plan 2022-2023

Target	Strategies	Success Criteria	Achievements & Reflection
3.3 The sense of national identity is fostered	3.3.8 The Chinese Culture Week is organized.	3.3.8≥70% of the students report that the Chinese Culture Week has enhanced their knowledge about the Chinese culture.	<ul style="list-style-type: none"> ● 88.6% of students and 94.6% of teachers agreed that the Chinese Culture Week enhanced students' knowledge about Chinese culture. ● It was suggested that more departments could get involved to organize similar activities to help students know more about Chinese culture.