

NLSI LUI KWOK PAT FONG COLLEGE
2022-2023 School Evaluation Report

Major Concern 1: To develop students’ skills for lifelong and self-directed learning, as well as foster their whole-person development

Aim high, boost your knowledge and cultivate a vibrant learning community

Targets:

1. To build a positive learning environment that enables students to master good learning habits, values and attitudes
2. To enhance students’ learning to learn competence and self-efficacy in learning

Target 1: To build a positive learning environment that enables students to master good learning habits, values and attitudes

Strategies / Tasks	Time Scale	Success Criteria	Achievements	Reflection
1.1 To develop capacity to design effective lessons with the components of self-directed learning, building on students’ prior knowledge and language competency 1.1.1 Goal setting <ul style="list-style-type: none"> ● Teachers practice goal setting with students in lessons 1.1.2 Self-planning 1.1.3 Self-monitoring	Whole year	<ol style="list-style-type: none"> 1. 70% of the subjects design lessons with the components of self-directed learning in each form 2. 70% of the subjects set learning goals with students during the introduction of each unit/chapter/task 3. 50% of the subjects indicate the levels of difficulty (e.g. foundation, nicer and supreme) in the tiered assignments in S1 and S4 at least twice a term 	<ol style="list-style-type: none"> 1. Success criteria were met. 2. According to the First Term and Second Term School-based Panel Head Surveys, 100% of subjects responded they had designed lessons with SDL components. 3. Over 90% of subjects have set learning goals with students during the introduction of each unit/chapter/task. 4. Regarding the stakeholder survey, the average score of question S13 concerning setting own learning goals have increased by 1.9% compared to last year. 	<p>Reflection</p> <ol style="list-style-type: none"> 1. Most of the subject panels gave positive comments towards the strategies of setting learning goals with students. During the introduction of each unit/chapter/task, teachers have reported that they discussed the learning objectives and facilitate goal setting with students. This practice has helped students master the learning requirements and monitor the learning process. As a result, students developed their SDL habits.

Strategies / Tasks	Time Scale	Success Criteria	Achievements	Reflection
<p>1.1.4 Self-evaluation</p> <ul style="list-style-type: none"> Subjects teachers provide students with assessment criteria/guidelines to self-evaluate the learning outcomes Subjects design tiered assignments with levels of difficulty indicated in S1 and S4 to allow students to complete the assignments according to their abilities so that all students could challenge themselves <p>1.1.5 Revision</p> <ul style="list-style-type: none"> Teachers provide guidelines for students to revise their work and learning process, based on the self-evaluation and teachers'/peers' feedback 		<p>4. 50% of S1 and S4 students agree that tiered assignments can help evaluate their own learning progress</p>	<p>5. 50% of subjects have indicated levels of difficulty in the tiered assignments in S1 at least twice in 1st term and over 80% of subjects have indicated levels of difficulty in the tiered assignments in S1 at least twice in 2nd term .</p> <p>6. Over 70% of subjects have indicated levels of difficulty in the tiered assignments in S4 at least twice a term.</p> <p>7. Teachers reported that the development of school curriculum and assessment, teaching and learning have improved. From the results of the stakeholder survey, the average score on “My views on school curriculum and assessment, “My view on teaching (including learning inside and outside of the classroom)” and “My views on student learning (including learning inside and outside of the classroom) have increased by 6.4%, 3.2% and 5.9% respectively compared to last year.</p>	<p>2. By providing assessment guidelines and tiered assignments with levels of difficulty indicated, students’ motivation of learning improved as they could take the ownership of their learning by knowing their present learning state and the next level they could achieve.</p> <p>3. Tiered assignments (with at least two levels – fundamental and challenging levels) helped cater for learners’ diversity and allow students with different abilities to meet different targets. As a result, more capable students can challenge themselves and see how well they understand topics and less capable students can complete tasks without losing their confidence.</p> <p>4. To ensure students can complete learning tasks more seriously, all teachers and parents play important roles. Teachers could</p>

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			<p>8. Students, parents and teachers agreed that students have taken an active role in learning inside and outside classroom. From the stakeholder survey, the average score of questions S07, P02 and T55 concerning taking initiatives to learn have increased by 6,7%, 1.5% and 4.5% respectively compared to last year.</p> <p>9. Teachers reported that they often taught students learning strategies, such as pre-lesson preparation, using concept maps and on-line resources. From the stakeholder survey, the average score of question T47 has increased by 2.9% compared to last year. No teachers disagreed with that.</p> <p>10. The results aforementioned echo with the students' opinions. The average score of question S01 concerning the teaching of learning strategies increased by 2.7% and 77.3% students agreed with that.</p>	<p>appreciate their students' good work in lessons so that students can learn from each other. At the same time, students could receive more encouragement from their parents if the good work is showcased to their parents.</p> <p>5. Peer evaluation helps students learn from others.</p> <p>6. It is important to teach students the skills of induction and analysis. Students should be taught to analyze the assessment results so as to make improvements.</p> <p>7. Over 80% of teachers agreed that the school curriculum has aligned with the seven learning goals, providing the school with a suitable foundation to discuss the holistic planning in developing the seven learning goals.</p> <p>Suggestions</p> <p>1. Subjects could facilitate SDL by keeping practicing goal setting,</p>

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			<p>However, students were not confident enough to apply the learning strategies they learnt. From the stakeholder survey, the average score of question S14, decreased by 5.9%, compared to last year. It is suggested that more confidence and training could be given to students in practicing the learning strategies they learnt.</p> <p>11. Concerning the seriousness of completing learning tasks, teachers and students agreed that the performance has improved. From the stakeholder survey, the average score of question T58 increased by 4.8% and that on question S10 increased by 0.9% compared to last year. However, parents' average score of the question P04 dropped 3.0% compared to last year. It is suggested that more chances should be provided for students showcasing their learning outcomes to parents.</p>	<p>providing assessment guidelines and setting tiered assignments. It is suggested that other than the goal setting with students in the introduction of each unit/chapter/task, teachers may facilitate the personal goal setting with students.</p> <ol style="list-style-type: none"> 2. To keep the students' confidence in SDL, subject teachers could introduce more SDL learning tools which may help students tackle their own learning problems independently. 3. Subjects could emphasize the importance of notetaking (e.g. jotting the common errors, organizing information, summarizing information) in designing lessons with the components of SDL. 4. To help students revise their study plan and make improvement, the feedback from teachers should be specific and

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			<p>12. The results could also reflect the rise of expectation from parents towards students' attitude of completing learning tasks.</p> <p>13. Teachers reported that they provided timely and specific feedback to students to reflect and improve their learning. The average score of question T48 increased by 1.7% compared to last year. No teachers disagreed with that.</p> <p>14. Regarding to the stakeholder survey, the average score of questions S02 and S15 concerning the quantitative and qualitative feedback from assessments and teachers decreased by 2.4% and 2.9% respectively compared to last year. However, it is noted that the phrasing of the question is slightly different this year, asking specifically whether students improved using the feedback. Thus, the results of two years may not be perfectly comparable. Nonetheless, it is</p>	<p>feasible. Subjects provide chances to students to see their improvements after receiving feedback from teachers. For example,</p> <p>a. based on the weaknesses in UTs and exams, tailor-made unit tests focusing on the weakness can allow students to revise and review their learning progress.</p> <p>b. For language subjects, based on teachers' feedback on students' writing, students need to rewrite part of the composition.</p> <p>5. Subjects could involve parents in appreciating students' work, e.g. prepare forms asking parents' opinions on the S1 and S2 students' performance. Parents' feedback and appreciation are important to students. Besides, language subjects may consider writing topics that could allow students to express gratitude</p>

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			<p>suggested that more work could be done to check whether students' learning has improved with the feedback provided.</p> <p>15. Teachers agreed that the school curriculum aligned with the 7 learning goals with the average score 4.04.</p> <p>16. Regarding a new question "Q5" which is asking whether the tiered assignments allow students to assess their learning progress in the S1 and S4 school-based survey, over 84% of students either agreed or remained neutral to the statement. The strategy of designing tiered assignments with levels of difficulty indicated would be extended to S1, S2, S4 and S5. The school aims at allowing students to complete assignments based on their abilities so that students can challenge themselves.</p>	<p>towards parents for their appreciation.</p> <p>6. During the planning of the coming annual plan, subjects could consider the development of the seven learning goals. If possible, cross-subject collaboration could be strengthened.</p>
1.2	To broaden students' horizons with different	Whole year	<p>1. 70% of the subjects offer life-wide</p>	<p>1. The success criteria were met.</p> <p>2. According to the First Term and</p> <p>Reflection</p> <p>1. Subjects organizing activities</p>

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<p>learning experiences both inside and outside the classroom under a growth-oriented environment by offering a wide range of life-wide learning and other learning experiences activities</p>		<p>learning and other learning experiences activities</p> <p>2. 70% of the participants agree that the learning activities can enrich their life-wide learning experiences</p>	<p>Second Term School-based Panel Head Surveys, over 80% of subjects responded they had offered life-wide learning and other learning experience activities.</p> <p>3. Regarding the stakeholder survey, the average score of questions S05 and T52, concerning how often teachers organized different activities both inside and outside classrooms, including visits, have increased by 4.5% and 7.0% respectively compared to last year.</p> <p>4. The average score of question T53, a new question asking teachers how engaged students have been when it comes to learning inside and outside classrooms, is 4.2. The score reflects teachers generally agreed with the statement.</p> <p>5. Regarding the school-based survey, the average score of a new question Q7 asking whether the learning activities outside the lesson time help students broaden their horizons</p>	<p>outside classroom, like visits, field trips, concerts, joining L&T Expo, participating in inter-school competitions help students broaden their horizon a lot.</p> <p>2. It is good to provide opportunities for students to apply what they have learnt inside classroom when they are participating in learning activities outside classrooms. By doing so, they could find the subject knowledge useful.</p> <p>3. Academic weeks provide various subject-related activities. Students could enrich their learning in various modes. Most of the students enjoyed the assemblies, games or cultural activities, STEAM/STEM fair, etc.</p> <p>4. Students could perform better than teachers' expectation if they engaged in the learning activities outside classrooms. They could</p>

Strategies / Tasks	Time Scale	Success Criteria	Achievements	Reflection
			<p>is 3.67. Over 90% of students either agreed or remained neutral to the statement. It is important to arrange more learning activities outside classrooms so as to motivate students' learning by different learning experience. How learning activities enrich students' life-wide learning experiences will be evaluated in subject panels and be reported in the subjects' evaluation reports.</p>	<p>learn more and better if they could be given more chance to broaden their horizon.</p> <p>Suggestions</p> <ol style="list-style-type: none"> Subjects could organize activities outside classroom to apply knowledge they have learnt in lessons to increase students' motivation on learning subjects.
<p>1.3.1 To develop a culture of learning by providing chances for students to showcase their learning outcomes</p> <p>1.3.2 Subjects display the outstanding and the most improved students lists in exams on their Google site/in school</p>	<p>Whole year</p>	<ol style="list-style-type: none"> To organize 7 school/form-based academic competitions/activities 50% of junior form subjects display the outstanding and the most improved students name lists on their e-learning platform/at school 50% of the students 	<ol style="list-style-type: none"> Success criteria were met. According to the First Term and Second Term School-based Panel Head Surveys, 16 subjects responded that they had organized school/form-based academic competitions/activities. According to the First Term and Second Term School-based Panel Head Surveys, among 20 subjects in junior forms, 19 of them displayed the outstanding and the most improved students name lists. From the subject 	<p>Reflection</p> <ol style="list-style-type: none"> Students prepared well and spoke fluently in the students' roll call sharing. The sharing offered students the opportunities to express their perspectives on diverse global issues with SDL approach. Students prepared their own scripts and presentations. School/form-based academic competitions/activities allowed students to showcase their talents in different subjects.

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		<p>agree that various showcase can boost their confidence in learning</p>	<p>evaluation reports, most of the subject panels and students responded positively to the measures of displaying such lists.</p> <p>4. The aim of showcasing and displaying students' effort is to encourage students to work hard and boost their confidence. From the stakeholder survey, the average score of the question S06 concerning how often teachers encourage students to try their best and overcome the learning difficulties, increased by 2.9%, compared to last year. The average score of question S11 concerning students' willingness of trying their best to overcome learning difficulties, which is a new question for students this year, is 3.57. 56.6% of respondents agreed with the statement.</p> <p>5. Regarding the stakeholder survey, parents and teachers agreed that the students were confident in learning. The average score of the questions</p>	<p>3. Subjects were positive towards displaying the outstanding and most improved students' lists. Students' efforts were recognized, and they were willing to study harder. The others also showed appreciation for their classmates' effort.</p> <p>4. To boost students' confidence, language subjects share the good articles written by students in an annual anthology to be published for all students to read.</p> <p>5. To showcase the students' learning outcomes to parents, exhibition boards introducing subject activities and S6 graduation exhibition were prepared on the Parents' Day.</p> <p>6. More positive reinforcement for students helps develop the learning culture.</p> <p>Suggestions</p> <p>1. Subject panels and committees can get more students involved in</p>

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			<p>P03 and T56 have increased by 2.4% and 4.0% respectively, compared to last year. For students, the confidence in learning is more or less the same with an average score 3.06 last year and 3.05 this year.</p> <p>6. Regarding a new question Q8 in the school-based survey, it concerns whether the learning achievements showcased in Google Sites or in other various ways help students gain confidence in their learning. Over 84% of students either agreed or remained neutral to the statement. It is noted that the strategy of providing more chances for students showcasing their learning outcomes is more effective in junior form than senior form.</p>	<p>organizing and participating in a wide range of learning activities, e.g. assemblies, roll-call sharing, L&T Expo, inter-school competitions, academic weeks, etc., so as to boost students' confidence, enthusiasm and sense of ownership in learning.</p> <p>2. Other than displaying outstanding and most improved students' lists, subjects may consider displaying the students' good work on their Google site/in school.</p> <p>3. Subjects should recognize learners of good SDL habits.</p>

Target 2: To enhance students' learning to learn competence and self-efficacy in learning

Strategies / Tasks	Time Scale	Success Criteria	Achievements	Reflection
<p>2.1 A provision of reading across the curriculum (RaC), STEM learning experiences and project learning - through the collaboration of subjects in enhancing students'</p> <p>2.1.1 Ability to organize their learning process</p> <p>2.1.2 Ability to learn and act independently</p> <p>2.1.3 Ability to learn and operate within a group</p> <p>2.1.4 Ability to solve problems</p> <p>2.1.5 Ability to discuss (reflect) their learning and activities</p>	<p>Whole year</p>	<p>1. 70% of the subjects offer cross-curricular reading, project learning programme or STEM learning experiences</p> <p>2. 70% of participants agree that the learning activities can enhance their learning skills and learning effectiveness</p>	<p>1. Success criteria were met.</p> <p>2. According to the First Term and Second Term School-based Panel Head Surveys, 100% of subjects responded they have offered cross-curricular reading, project learning programme or STEAM/STEM learning experiences.</p> <p>3. Regarding the stakeholder survey, the average score of the question S12 concerning how often students read outside classroom have increased by 7.6% compared to last year. This increase echoes with the results in questions P05 and T59 concerning the interest in reading among students. The average score of these two questions have increased by 6.4% and 12.6% respectively compared to last year.</p> <p>4. Regarding the stakeholder survey, the average score of the questions S05 and T52 concerning how often teachers organized different activities both inside and outside classroom, including discussions and oral presentation, have</p>	<p>Reflection</p> <p>1. More subjects require students to read across curriculum to help students integrate knowledge to different subjects. Other than the work done on promoting the RaC by subjects concerned, the renovation of the LKPFC smart library also contributes to the improving performance on students' reading habit. To cater for different learning styles, students could read books and e-books in the library.</p> <p>2. The STEAM/STEM project was successfully carried out this year after the pandemic. The activities prepared in STEAM/STEM Fair were related to what students had learnt in lesson. As an example, Home Economics,</p>

			<p>increased by 4.5% and 7.0% respectively compared to last year. It reflects the increase in ability of students organizing their learning process, operating within a group, solve problems, reflecting on their project and presenting the learning outcomes.</p> <p>5. Regarding a new question Q6 in the school-based survey, it concerns whether the learning activities such as RaC, academic competitions and projects help improve students' study skills and effectiveness. Over 76% of students either agreed or were neutral to the statement. Teachers reported that students enjoyed the STEM/STEAM Fair and they agreed it was important to provide students with the hands-on experience to solve daily life problems by applying the design thinking approach. The learning effectiveness of various learning activities will be evaluated by subject panels and be reported in the subjects' evaluation reports.</p>	<p>3D food printing & Molecular gastronomy were introduced in S2. A booth was set up to demonstrate the use of 3D food printer in the STEM Fair. Students enjoyed the project learning and showed excitement during the presentation of their projects in the hall.</p> <p>3. Collaboration among subject panels could be strengthened to allow students to experience the integration of different subject knowledge. Theme-based projects and cross-curricular collaborations could be introduced to develop students' interests, potentials and achieve seven learning goals.</p> <p>Suggestions</p> <p>1. To help students develop the seven learning goals, as well as reach a state of physical,</p>
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				<p>mental and social well-being, cross-curricular collaboration can be facilitated to enrich students' learning experiences and reflect what they have learnt in different subjects.</p> <p>2. To further strengthen the learning of EMI subjects, curriculum mapping among English language, EMI content subjects could be done so as to promote reading across curriculum.</p>	
2.2	To strengthen the use of e-learning to enable learning to take place beyond the classroom, to engage different types of students, and to enrich their learning experiences	Whole year	<ol style="list-style-type: none"> 1. 70% of the subjects use the e-learning platform to facilitate their teaching 2. 2 new e-learning tools in applying e-learning strategies are introduced to teachers 3. 50% of students agree that the e- 	<ol style="list-style-type: none"> 1. Success criteria were met. 2. According to the First Term and Second Term School-based Panel Head Surveys, 100% of subjects responded that they had used the e-learning platform to facilitate their teaching. 3. According to the evaluation of IT Committee, 3 new e-learning tools, including Peardeck, Reading Progress on Teams and Nearpod have been introduced by the frontline teachers of CoE. 	<p>Reflection</p> <ol style="list-style-type: none"> 1. The use of e-learning platform enriches students' learning experiences beyond or inside the classrooms so as to optimize the use of students' learning time. Meanwhile, by updating the e-resources platform, the learner diversity is reduced as weaker students can revise

		<p>learning materials can foster their self-directed learning abilities</p> <p>4. 70% of the subjects facilitate learning through the use of the e-resources platform in all classes/groups at least once a year</p>	<p>4. According to the First Term and Second Term School-based Panel Head Surveys, over 95% of subjects have facilitated learning through the use of the e-resources platform. The number of subjects facilitating learning through the use of the e-resources platform in S1, S2, S3, S4, S5 and S6 were 13, 12, 14, 15, 16 and 14 respectively. The results showed most subjects have used the platform.</p> <p>5. From the stakeholder survey, the average score of the question T60 concerning how often students use different resources to learn, such as e-learning resources and community resources has increased by 4.4% compared to last year.</p> <p>6. Regarding the school-based survey, the average score of Q3 concerning making good use of the school's e-resources platform for self-directed learning has increased by 4.43% compared to last year. Over 80% of students agreed or remained neutral to the statement.</p> <p>The school would keep strengthening the use of e-learning to enable learning to take place beyond the classrooms to engage</p>	<p>knowledge according to their own pace.</p> <p>2. Teachers have set questions for pre-lesson study or post-lesson quiz on the e-resources platform.</p> <p>3. IT Committee reported that students usually browsed the website for past papers before UTs/ Exams.</p> <p>4. All subjects have facilitated the use of e-resources platform. Students are used to searching materials they need on the platform so that their learning time is optimized.</p> <p>Suggestions</p> <p>1. The use of the school-based e-learning platform can be enhanced to further develop students' SDL capabilities and cater for the learner diversity.</p> <p>5. Subjects start to design the layout of their own Google-</p>
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			different types of students, and to enrich their learning experiences.	site and support from IT committee is required.
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Summary

Achievements

All the work done by all teachers in this year after the pandemic situation is highly appreciated. With normal lesson time resumed, teachers have put great effort responding the school major concerns. The subject evaluation reports, the stakeholder survey results, and the school-based students survey results showed that all the success criteria were achieved and some of the strategies were completed far beyond the success criteria.

The three strategies to build a positive learning environment that enable students to master good learning habits, values and attitudes are to 1) Design effective lessons with the SDL components, 2) Broaden students' horizons with different learning experiences and 3) Provide chances for students to showcase their learning outcomes. From the results of the stakeholder survey, the average score on "My views on teachers' professional development", "My views on school curriculum and assessment, "My view on teaching (including learning inside and outside of the classroom)" and "My views on student learning (including learning inside and outside of the classroom) increased by 4.3%, 6.4%, 3.2% and 5.9% respectively compared to last year. The scores were the highest in recent years.

Teachers' and students' awareness of developing SDL habits increase consistently. Students, parents and teachers agreed that students had taken an active role in learning inside and outside classrooms. From the stakeholder survey, the average score of questions S07, P02 and T55 concerning the initiative to learn have increased by 6.7%, 1.5% and 4.5% respectively compared to last year. The 2021/22 annual evaluation report reflected that more work should be done on the goal setting and self-evaluation stated in strategy 1.1 so as to enable students to master a good learning habit. This year, subject teachers practise goal setting with students in lessons and facilitate students' self-evaluation by providing students with assessment criteria/guidelines and designing tiered assignments with levels of difficulty indicated. From the stakeholder survey, the average score of question S13 concerning setting own learning goals increased by 1.9% compared to last year. Concerning the seriousness of completing learning tasks, teachers and students agreed that the performance has improved. From the stakeholder survey, the average score of question T58 has increased by 4.8% and that on question S10 has increased by 0.9% compared to last year. In the coming years, more strategies will be introduced to boost the implementation of the EPIE cycle in students' learning. After the pandemic situation, more learning experience could be organized to broaden students' horizons. From the stakeholder survey, the average score of questions S05 and T52, concerning how often teachers organized different activities both inside and outside classrooms, including visits, increased by 4.5% and 7.0% respectively compared to last year. To further develop a culture of learning in the school, in addition to providing chances for students to showcase their learning outcomes, a new strategy this year is to display the outstanding and the most improved students' lists. From the subject evaluation reports, most of the subject panels commented positively towards the strategies of displaying such lists and students reacted positively to the measure.

Regarding the second target, the two strategies to enhance students' learning to learn competence and self-efficacy in learning are 1) A provision of reading across the curriculum (RaC), STEAM/STEM learning experiences and project learning-through the collaboration of subjects and 2) strengthen the use of e-

learning. All subjects responded to the second target. According to the first term school-based panel head survey, 11 subjects, including English Language, Geography, CSD, Home Economics, Life and Society, Science, Biology, Economics, Putonghua, LS, Life Education offered RaC. From the stakeholder survey result, the average score of the question S12 concerning how often students read outside classrooms increased by 7.6% compared to last year while the average score of questions P05 and T59 concerning the interest in reading among students increased by 6.4% and 12.6% respectively compared to last year. 17 subjects offered STEAM/STEM learning experiences and project learning. Besides, all subjects used the e-learning platform to facilitate their teaching. From the stakeholder survey, the average score of the question T60 concerning how often students use different resources to learn, such as e-learning resources and community resources increased by 4.4% compared to last year. This results echo with the school-based survey, the average score of Q3 concerning making good use of the school's e-resources platform for self-directed learning has increased by 4.43% compared to last year.

Reflection

As teachers' and students' awareness of SDL keep increasing, more work could be done on developing the SDL habits so as to prepare our students to be a capable 21st century learner. In the next academic year, strategies like practising personal goal setting, introducing more learning tools for SDL could be considered. Besides, students' learning confidence should be boosted up in order to prepare our students to meet any challenges in the coming days. Strategies like providing tailor-made learning tasks based on the students' weaknesses in UT/Exam/assessments, providing more chances for students in different levels to showcase to peers/parents and gain recognition could be considered.

In order to further strengthen the learning of EMI subjects, curriculum mapping among English language, EMI content subjects could be done so as to promote reading across curriculum. With the frequent use of the e-learning platform, subjects could design the layout of their own Google-site so as to enhance the overall professional image and keep attracting our students.

Major Concern 2: To foster Christian belief and growth mindset in students; to broaden their horizons in life-planning, leadership and global view; and to strengthen their capability in connecting with oneself, others and the society

Aspire, Broaden the Horizons, Connect

Targets:1. **Aspire**

- To develop students' aspiration based on Christian belief as well as growth mindset

2. **Broaden the Horizons**

- To help students to derive personal fulfillment in life planning, leadership and global view so that they can serve to learn and learn to serve

3. **Connect**

- 3.1 **Connect with oneself:** To foster students' well-being so that they can appreciate themselves
To strengthen their grit and perseverance so that they can deal with pressure and adversity
- 3.2 **Connect with one another:** To foster students' caring attitude so that they can appreciate others
To raise the sense of belonging to the class and the school
- 3.3 **Connect with society:** To develop students' civic responsibilities
To raise their awareness of the protection of others and the nature

Target 1: Aspire: To develop students' aspiration based on Christian belief as well as growth mindset

Strategies / Tasks	Time Scale	Success Criteria	Achievements	Reflection
<p>1.1 To cultivate students' spiritual temperament through various religious activities</p> <p>1.2 To develop an atmosphere of positive thinking and growth mindset for both the teachers and students</p>	<p>Whole year</p>	<ol style="list-style-type: none"> 1. Decrease in negative affect of APASO 2. Increase in general satisfaction in APASO 3. Positive feedback from participants 4. High participation rate in activities 	<p>Christian belief:</p> <ol style="list-style-type: none"> 1. Student fellowship meetings were held face-to-face. Students enjoyed and developed their aspirations based on Christian belief. 2. In S1 RSC lessons, students participated in the Alpha course. They had sharing on Christian belief, everyday life and other issues. Communication and collaborative skills are developed. 3. Lunchtime evangelical events, Religious Week, Christmas and Easter worships, S2 growth day camp, meditation meetings, cell groups, morning hymn broadcasting and hymn sharing were held. Most participants enjoyed the events and knew more about the gospel which enhanced their spiritual temperament. The atmosphere of Christian belief was established on campus and students were encouraged to live out the life of Christ. <p>Growth mindset:</p> <ol style="list-style-type: none"> 1. Prize presentations were held for 3 times. Over 40% of students got awards in academic subjects, sports, visual arts and services. The ceremony helped develop the growth mindset and raise the sense of achievement among students. 2. S1 Growth Mindset Workshop was held. Students learnt to identify their strengths and think positively through different group games. 91% of students agreed that their growth 	<p>Reflection</p> <ol style="list-style-type: none"> 1. The target is partially achieved. 2. In APASO III, Q-score 107 and P-score 68 were shown in Satisfaction (School). This shows that the activities built up students' positive thinking and growth mindset. 3. Students liked to listen to teachers' gospel sharing. The teachers affected life with life and the effect is significant. <p>Suggestions</p> <ol style="list-style-type: none"> 1. Activities promoting positive thinking and gospel should be held continually. 2. Sharing short stories and bible verses can encourage students to be grateful and reflective. 3. Sharing of hot topics for youths such as news and idols can arouse the interest among students. This emphasizes the importance of diligence and hard work. 4. Brochures of the prize presentation ceremony are to be posted on the school website and a printed version is to be given to awardees' parents.

Strategies / Tasks	Time Scale	Success Criteria	Achievements	Reflection
			<p>mindset was enhanced and they recognized their character strengths such as courage, optimism, and perseverance.</p> <ol style="list-style-type: none"> 3. Each class set up Class Charter so that students had common goals and core attributes of their own classes. 4. A visually-impaired pianist shared in the assembly. He encouraged students not to give up. Teachers and students were deeply moved and motivated. 	

Target 2: Broaden the Horizons: To help students to derive personal fulfillment in life planning, leadership and global view so that they can serve to learn and learn to serve

Strategies / Tasks	Time Scale	Success Criteria	Achievements	Reflection
<p>2.1 To foster students' self-understanding, personal planning, goal setting, reflective habits of mind and articulation to progression pathways on their career path</p> <p>2.2 To provide leadership training to students and to launch the Legacy Scheme for leaders</p> <p>2.3 To organize study tours outside Hong Kong and to explore a global view with the students</p>	<p>Whole year</p>	<ol style="list-style-type: none"> 1. Increase in opportunity in APASO 2. Positive feedback from participants 3. High participation rate in activities 	<p>Personal planning:</p> <ol style="list-style-type: none"> 1. All S4 students joined the Info Day of CUHK and HKU. They received the latest information about and experienced the atmosphere of the universities. 2. Various talks and group/individual interviews on life-planning were provided for S6 students. They have developed their ideas about their future paths. 3. Career Sparkle and workplace visits were held. Students had more exploration and discovery on their career pathways. 4. S3 students were guided to make appropriate choices of subject selection through student talks and parent talks and group interviews. 5. Class learning periods were held at different levels to explore life planning including knowing oneself, DSE, careers, universities, etc. <p>Leadership training:</p> <ol style="list-style-type: none"> 1. Leadership training was provided for Prefects, Teenshine Health Ambassadors, Career Prefects, Gender Equality Ambassadors, Nature Buddies as well as the committee members of Christian Fellowship, Big Brothers and Sisters Scheme. Club chairperson meetings were held. NGOs such as BGCA, YMCA, Hok Yau Club provided training for the leaders. Team spirit was built up and they were equipped with leadership abilities. 	<p>Reflection</p> <ol style="list-style-type: none"> 1. The target is partially achieved. 2. In Student Survey (SS), "Through the opportunities that the school provides (including activities outside of the classroom), I can develop my interests and life skills." was 3.63. Stakeholders were more or less satisfied (over 60%) with the work of the relevant sections of the school. According to teachers' observations and students' questionnaires, students responded positively to the activities and participated actively in them. 3. In School-based Survey (SBS), "I think carefully about the direction of my further study and career." scored 3.56, and highest in S3 (3.80). It shows that career education is effective. <p>Suggestions</p> <ol style="list-style-type: none"> 1. More workplace visits of different occupations can be held to help them in future planning. 2. It is suggested to give more guidance to S3 students to make good use of career booklets to know more about the pathways to

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			<p>2. Students were nominated to join the leadership training schemes outside school. Their horizons were broadened and their self-confidence was enhanced. They also enjoyed their fulfillment in life-planning.</p> <p>Global view:</p> <p>1. Prayers for world issues were posted on the board. D4 roll call was started by prayers for society.</p> <p>2. English subject panel organized multiple cultural activities with foreigners. Students knew more about the lifestyles of different cultures.</p> <p>3. In the D2 roll call, students shared news stories from around the world. The response was positive.</p>	<p>different occupations.</p> <p>3. In SBS, “I am keen on serving others and demonstrating leadership.” has an average score similar to last year. However, an increase in S3 but a decrease in S4-5 is shown. Senior form students might be too busy with studies and services. More coordination should be made so that students enjoy being a leader. S3 students are more willing and prepared to become leaders.</p> <p>4. It is suggested to organize exchange tours on different themes (such as STEAM) to enable students to view the world and broaden their horizons.</p> <p>5. New technologies such as VR tools and ChatGPT enable students to have more experience with the world.</p>

Target 3: Connect

- 3.1 Connect with oneself: To foster students' well-being so that they can appreciate themselves
To strengthen their grit and perseverance so that they can deal with pressure and adversity
- 3.2 Connect with one another: To foster students' caring attitude so that they can appreciate others
To raise the sense of belonging to the class and the school
- 3.3 Connect with the society: To develop students' civic responsibilities
To raise their awareness of the protection of others and the nature

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<p>3.1 To establish a culture of healthy life by organizing mental health talks, courses and groups; to provide talks and sharing on the experiences of hardship and to organize the Enhanced Smart Teen Project</p> <p>3.2 To establish the atmosphere of appreciation and caring at group, class and school levels; to organize class periods and activities under the rationale of class management; and to organize inter-class competitions</p> <p>3.3 To enhance students' knowledge</p>	Whole year	<ol style="list-style-type: none"> 1. Decrease in negative affect of APASO 2. Increase in social integration and teacher-student relationship in APASO 3. Positive feedback from participants 4. High participation rate in activities 	<p>Connect with oneself:</p> <ol style="list-style-type: none"> 1. Relaxation Day Camps were held in S5 and S6. A mental wellness course was held in each S2 class. These provided opportunities for students to relieve their stress, express their emotions and connect with others. 2. Failure Experience Days were held in S3 and S4. They learnt to be perseverant to deal with adversity. 3. IG Hunter Gambling Prevention Talk was held and students learnt the anti-gambling messages. 4. Big Brothers and Sisters Scheme and S1 orientation were held. S1 students had chances to communicate with senior form students through group sharing and games. 5. In S6 Cheer Up Activity, S6 students and teachers sent encouraging messages through cards and the Internet. 6. Social Skill Groups, Smart Internet Group and Expressive Dancing Group were held to fulfill the different needs of the students. The participation rate was high and students learnt to connect with others. 	<p>Reflection</p> <ol style="list-style-type: none"> 1. The target is partially achieved. 2. In APASO-III, Q-score 109 and P-score 72.6 were shown in Affect (No Negative Affect). But Q-score 85 and P-score 15.9 were shown in Affect (Positive Affect). In SBS, "I understand the importance of emotional health." shows a decrease. About 10% last year agreed students became neutral this year. After the epidemic, students have faced a lot of difficulties in learning and getting along with peers, which may cause students to feel anxious, worried, lost and lonely. This may have a negative impact on their studies and life. The activities helped the students to cope with negative emotions. 3. In APASO-III, the items about National Identity scored high. (Responsibility, Obligations: Q-score 107, P-score 68; Proud, Love: Q-score 113, P-score 80.7;

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<p>about civic responsibilities and the nation; to provide talks on protecting others and organize activities on environmental protection</p>			<p>Connect with one another:</p> <ol style="list-style-type: none"> 1. S1 Welcoming Assembly and S6 Benediction were held. S1 students felt welcomed by the whole school. S6 students reviewed their school life by watching a memorial video. They had positive responses. In S6 Cheer Up Activity, S6 students and teachers sent encouraging messages through cards and the Internet. The Students need some positive messages to support/strengthen themselves at a proper moment. Most F.6 Ss treasured their last school day and thanked their teachers for their caring and input. 2. Teachers and guest speakers had sharing in the gospel assemblies in Sep and Dec respectively. Students showed their appreciation and felt beloved by the school. 3. Form prayer meetings were held. Over 70% of the students participated in their form prayer meetings actively. 4. Class prayer meetings were held. Resources such as card games were provided. Teachers showed their appreciation for the resources. 5. A talk about the legal consequences of sexual harassment and online naked chat blackmail aroused students' awareness to protect themselves. 6. Dodgebee competitions were organized by the houses during lunchtime and hundreds of students watched the competition. It raised the sense of belonging to school among students. 7. In S1 Team Building Day Camp, over 80% of students agreed that the activity helped them 	<p>National Flag, Anthem: Q-score 111, P-score 76.8; Achievements: Q-score 113, P-score 80.7. This shows that the students have a positive attitude towards national education.</p> <ol style="list-style-type: none"> 4. In SS, "My schoolmates and I help each other and get along well." shows a drop from 3.73 to 3.56. Students lacked deep and sincere interactions with others during the epidemic. Students might be slow to respond, or may not even know how to respond. With the guidance of teachers, this situation is improved. 5. Through various activities, students were able to face external challenges with a positive attitude towards life. The sense of belonging of the students towards school is enhanced. This also responds to the 10 priority values and attitudes in value education. <p>Suggestions</p> <ol style="list-style-type: none"> 1. It is suggested to encourage more students to participate in external competitions to broaden their horizons and to learn how to face successes and failures.

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			<p>develop a positive mindset. Some students expressed that communication, cooperation and problem-solving skills were enhanced.</p> <p>8. Sex education workshops were held in each form so that students could prevent online crimes and protected themselves. Teachers received training about Internet crisis prevention in the program Soil - Sexual Wellness Service.</p> <p>9. Ambassadors of Care organized thanksgiving campus activities. They held Christmas Eve parent-child carnival with PTA, which provided a good experience for blessing the community together. The culture of gratitude was built up and the qualities of caring were enhanced.</p> <p>Connect with the society:</p> <p>1. Junior Police Call was established in our school. They joined various types of activities and they had good responses.</p> <p>2. Prof Tso Wung Wai, BBS, was invited to the school to share the development of aerospace technology in China. It deepened students' understanding of the achievements of China. The ceremony was well-received by students.</p> <p>3. A talk about the Constitution and the Basic Law was held, and students joined the “2022 National Constitution Day Online Quiz Competition”. 71% of students agreed that the talk enriched their knowledge about the rule of law.</p>	<p>2. Examples of celebrities and teachers facing their successes and failures are persuasive to students.</p> <p>3. It is suggested to organize more activities to help S1 students know the school, teachers and fellow students to cultivate mutual respect, tolerance and positive thinking.</p> <p>4. It is suggested to organize more class activities to enhance the teacher-student and student-student relationship.</p>

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			<ol style="list-style-type: none"> 4. The flag-raising and flag-raising ceremonies were held regularly. Students became familiar with the etiquette. The ten priority values and attitudes of the Values Education were promoted in the Speech under the National Flag. 5. Students joined the programs such as Youth Pi @ Kwun Tong, Youth Development Blueprint meetings and Rock on Vessel held by the Home Affairs Department. They connected more to the Government and society. 6. Students involved in various volunteer services. S4 students planned and implemented the services by design thinking. 7. Various activities in Moving towards Carbon Neutrality were organized to promote the consciousness among students. 	

Summary

Achievements

Through a variety of religious activities such as student fellowships, religious weeks, services, etc., students' understanding of Christian belief was enhanced. This helped their development in faith, life and friendships. In addition, activities such as award presentation ceremonies, growth mindset workshops and class charters help students develop positive thinking, build up their sense of achievement in learning and promote their all-round and diversified growth.

Students' career planning and goal-setting skills were enhanced through various activities. Various talks on further studies and careers were held. Students understood more about their planning for the future and set goals to prepare for further studies and employment. This also helped S3 students with the subject selection. In addition, the school provided opportunities and training for students to develop leadership skills. They learnt leadership and organizational skills through various services. The international perspective of the students was enhanced through various activities, such as the Global Week of the English Department and the morning sharing sessions of various units, all of which promote students' understanding of the world.

Through a variety of activities and talks on life education, sex education, counseling, environmental education, national education and moral education, students were able to build up their self-esteem, their skills in dealing with others, and their understanding of society and the country. Through various activities, students were able to face external challenges with a positive attitude towards life, and enhance their sense of belonging to the school.

Reflection

In the past few years, students relied on online media to communicate and receive information from the online world. This may lead to conflicts and negative criticisms, and the students may easily fall into cyber crisis. In SS, "The school helps us develop good moral character inside and outside of the classroom." shows a drop from 3.73 to 3.56. It takes time for teachers to teach students in face-to-face mode so as to develop good moral characters and values for students. In SS, "My schoolmates respect the teachers." shows a drop from 3.79 to 3.67. In recent years, there are many new teachers and many of whom are still young and inexperienced. In Teachers' Survey, "The staff has good morale." (increase from 2.88 to 3.73 in 5 years) and "I find satisfaction in working in this school." (increase from 3.55 to 4.03 in 5 years) scored the highest among the years. "The teachers and students have a good relationship." scored exceptionally high (4.45). This shows that the new teachers had a very positive perception of the school and students. They were

involved much in the activities and have taken much care of the students. It is recommended that more training should be provided for new teachers so that they can build up a professional image as teachers. In this way, they could gain greater respect from students and become more competent in moral and value education. It is suggested that more recognition should be given to students who have good characters and are respectful to their teachers so that they could set up good examples for other students.

In SS, “I like my school.” shows a drop from 3.70 to 3.49. Some students expressed that they felt pressured for the prolonged lessons due to the resumption of whole-day face-to-face lessons. It is crucial to foster students’ well-being and to strengthen their grit and perseverance so that they can cope with the adversity. Some students reported that some facilities of the school were damaged or outdated and needed to be refurbished or replaced. In SS, “Our school actively responds to students’ opinions.” shows a drop from 3.21 to 3.19. It is hoped that the committee of Student Union will be formed and students will be more supportive of the Union in the coming year. This enables a formal channel to reflect the views of students. Teachers should develop more chances and channels for students to express their opinions towards our school as well.

From the stakeholder survey, it is clear that all stakeholders had a positive perception of the school atmosphere. However, face-to-face class suspension in previous years had an impact on students’ self-discipline. The whole-day class resumption might have put pressure on their learning. Therefore, in the face of resurgence, the school should enhance students’ awareness of physical and mental health as well as their development of good moral and ethical values.