NLSI LUI KWOK PAT FONG COLLEGE

2026/2027 Annual School Plan

Year 3 of 2024/25 – 2026/27 Cycle

Jesus Christ is the Master of New Life

I. School Mission

Based on the teaching of the Bible, we are committed to imparting knowledge and cultivating good behaviours among students. We aspire to instill proper values in students by educating them about the truth in the Bible and building their belief in God as the Master of their lives. We endeavour to empower our students to be well-rounded, righteous and responsible citizens with godly character.

II. School Motto

Jesus Christ is the Master of New Life

III. School Theme for 2024-2027

Motivational Mind, Flourishing Life, Constructive Vibe

IV. Major Concerns for 2026/2027

1. To enrich the vibrant learning community
2. To enhance students' spiritual, physical, mental and social wellness

1． Major Concern：<u>To enrich the vibrant learning community</u>

Targets:

1. To enhance students' learning motivation to embrace new knowledge and opportunities for future goals
2. To foster students' self-directed learning so that students can identify ways for self-improvement
3. To consolidate the existing knowledge base among students so as to enhance students' capacity of integrating knowledge and skills across curriculum to innovate for the common good
4. To strengthen students' generic skills and foster inspirations among students through showcasing their learning outcomes

Feedback and follow-up actions from the previous school year:

- Students' views on student learning have been improved in almost all areas, including taking an active role, being confident in learning, completing learning tasks seriously, reading materials, applying learning strategies, balancing between study and rest, enjoying learning, overcoming difficulties and setting learning goals. These results show that teachers' teaching and subjects'/ committees' annual plan positively help students grow in learning.
- While students are having positive view towards learning, teachers expressed their even higher expectation on students' learning. During the discussion and from the results of the stakeholders' survey, teachers agreed on the needs to provide students with more different learning experiences inside and outside the classroom, to help students become deeply interested in learning, and to help students with diverse learning needs reflect and improve.
- Some suggestions to the four targets in major concern 1 based on the subject panels' evaluation and meetings:
  1. To design more challenging learning tasks which involve higher-order thinking skills (HOTS)/ competitive activities (e.g. subjects-based inter-class competitions) to enhance students' learning motivation
  2. To help students relate what they learn to the daily life to enhance students' capacity of integrating knowledge and skills across curriculum
  3. To expose students to the real world and consolidate the existing knowledge base (e.g. news broadcasting in school and arranging more activities outside the classroom)

(★Adjusted targets/implementation strategies/success criteria/methods of evaluation to be followed-up by subject panels and functional committees.)

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person	Resource Required
1. To enhance students' learning motivation to embrace new knowledge and opportunities for future goals	To create classroom conditions to stimulate learning motivation 1.1 To facilitate the interface between primary and secondary education by preparing S1 scaffolding learning materials, including bridging materials and S1 curriculum 1.2 To arouse students' motivation by implementing different lesson designs such as using concepts like relevance, competence, relatedness and autonomy ➢ To carry out lesson study on strategies for enhancing students' motivation ➢ To design challenging learning tasks which involve higher-order thinking skills (HOTS) (e.g. elaborate, explain and create) /competitive activities (e.g. subjects-based inter-class competitions) 1.3 To conduct staff development programmes to enrich teachers' understanding of theories and strategies for effective learning and teaching	1. ★Students demonstrate increased engagement in learning new knowledge both inside and outside the classroom (e.g. active participation in competitions, active questioning, and note-taking). 2. ★Students express positive views about being inspired in their thinking and showing interest in learning in the stakeholder survey.	1. Teachers' observation 2. Minutes 3. Stakeholder surveys 4. School based surveys 5. Scrutiny of documents from Subject panels/ Students' work	Whole year	1. Subject panels 2. Academic Committee 3. Staff Development Committee b. Examples of the learning and teaching strategies: <u>Relevance</u> - Relating materials to students' interest/experiences/future goals <u>Competence</u> - Setting tasks moderately and appropriately challenging for students - Jigsaw - Group-learning - Role play	a. EDB Documents: 《中小學課程銜接》 https://www.edb.gov.hk/attachment/tc/curriculum-development/major-level-of-edu/primary/materials/pri_sec_curr_interface_leaflet.pdf b. Examples of the learning and teaching strategies: <u>Relatedness</u> - Engaging students in peer/group learning activities - Think-Pair-Share - Discussion among students with diversity of abilities - Peer-evaluation <u>Autonomy</u> - Encouraging students to take the initiative to share further information to widen learning - Student-teaching

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person	Resource Required
2. To foster students' self-directed learning so that students can identify ways for self-improvement	To design effective lessons to further strengthen students' SDL learning habits which build on students' prior knowledge and language competency 2.1 Goal setting ➢ To practice goal setting with students in lessons by identifying their learning needs and encourage them to improve 2.2 Self-planning 2.3 Self-monitoring ➢ To introduce learning tools to facilitate the SDL process ➢ To practice note-taking skills in junior forms ➢ To practice reflective skills such as making use of error books to identify rooms for improvement in S4 2.4 Self-evaluation ➢ To provide assessment criteria/guidelines and design tiered assignments for students to self-evaluate the learning outcomes 2.5 Revision ➢ To provide guidelines for students to revise their work and learning process ➢ To provide timely teacher/peer feedback after assessments/tasks	1. ★Students set personal learning goals (e.g. identifying areas for improvement, tracking progress). 2. ★Students independently access learning resources (e.g. learning tools, online platforms, peer collaboration).	1. Teachers' observation 2. Minutes 3. Panel head survey 4. Lesson observation 5. Students' assessment results 6. Stakeholder surveys 7. School based surveys 8. Scrutiny of documents from Subject panels/ Students' work	Whole year	1. Subject panels 2. Academic Committee	EDB Educational Multimedia (EMM) https://emm.edcity.hk/

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person	Resource Required
3. To consolidate the existing knowledge base among students so as to enhance students' capacity of integrating knowledge and skills across curriculum to innovate for the common good	To broaden students' horizons and enhance the awareness of global identity and to nurture them with proper values and attitudes while enhancing students' Information Literacy 3.1 To engage junior form students in problem-based learning such as STEAM Fair which challenges students to collaboratively address real-world problems, for instance, problems related to SDGs 3.2 ★To organize a Learning Fair on SDGs and the 12 Priority Values and Attitudes, highlighting the learning outcomes 3.3 To help students apply their learning in real-life contexts by ➢ relating what students learn to their daily life ➢ exposing students to relevant, authentic and meaningful experiences, e.g. learning activities outside the classroom to experience the use of existing knowledge in real-life situation ➢ exposing students to the world events, e.g. by news broadcasting, world events election	1. ★Students demonstrate the ability to connect knowledge and skills across the curriculum. 2. ★Students display an enhanced capacity for solving problems in innovative ways. 3. ★Students express positive views about their enhanced capacity to integrate knowledge and skills across the curriculum in the school-based surveys.	1. Teachers' observation 2. Minutes 3. Panel head survey 4. Lesson observation 5. Stakeholder surveys 6. School based surveys 7. Scrutiny of documents from Subject panels/ Students' work	Whole year	Subject panels	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person	Resource Required
4. To strengthen students' generic skills and foster inspirations among students through showcasing their learning outcomes	To cultivate a vibrant learning environment 4.1 To strengthen students' generic skills by providing a wider range of subject-related activities and competitions inside/outside classroom 4.2 To improve students' language proficiency ➢ To provide diversified opportunities for students to share what they have learnt inside/outside classroom ➢ To conduct LaC curriculum mapping among English, some PSHE and Science subjects to enhance students' English proficiency ➢ English Department collaborates with some PSHE and Science subjects to design teaching materials to enhance students' English skills 4.3 To extend students' learning experiences in various occasions ➢ To promote reading in subjects/school level ➢ To use various learning tools (e.g. VR, AR) in school library/classrooms ➢ To provide gifted education continuously by encouraging students with potential to join the pull-out programmes	1. ★Students independently organize and present their work (e.g. preparing displays, exhibitions, or presentations). 2. ★Students showcase their learning outcomes across subjects. 3. ★60% of students have the opportunity to participate in competitions/ showcases/ exchange activities on campus, locally, or internationally.	1. Teachers' observation 2. Minutes 3. Panel head survey 4. Lesson observation 5. Students' assessment results 6. Stakeholder surveys 7. School based surveys 8. Scrutiny of documents from Subject panels/ Students' work	Whole Year	1. Subject panels 2. Library Committee	The funding for the Pilot Scheme on Other Languages for Junior Secondary Students (funded by the Quality Education Fund) is used to enhance students' language proficiency in Japanese and Korean.

2. **Major Concern**：To enhance students' spiritual, physical, mental and social wellness

Targets:

1. Spiritual Wellness
   - to cultivate students' spiritual temperament
2. Physical and Mental Wellness
   - to establish students' healthy lifestyle and to enrich students' life experience, nurture positive thinking and perseverance, and foster life planning
3. Social Wellness
   - to foster a spirit of unity and promote benevolence among students to empower them to serve the school, society and country

Feedback and follow-up actions from the previous school year:

1. Feedback

- A large majority of students (around 80%) affirmed that the school provides diverse learning experiences and supports healthy lifestyles through orderly routines, exercise, and stress management.
- Agreement levels rose significantly on indicators of belonging, including helpful peers, a caring school environment, and responsiveness to student opinions.
- APASO-III results showed marked improvement in Physical Exercise, Honesty, and Moral Awareness, while indicators of National Identity remained strong.
- School-based survey data reflected steady growth in students' spiritual, physical, mental, and social wellness.

2. Follow-up actions

- To promote the twelve core values and attitudes, with responsibility and integrity highlighted through a thematic approach.
- To strengthen students' generic skills, including communication, critical thinking, and collaboration.
- To continue Principal–Parent Tea Gatherings and Principal–Student Dialogues to enhance transparency of school policy and provide channels for constructive feedback.
- To incorporate personal testimonies and scriptural insights into the Life Freestyle Broadcast in order to nurture spiritual growth and foster deeper connections.
- To embed Christian values into career and life planning activities, supporting personal development rooted in faith.
- To promote anti-drug education that helps students identify risks, encouraging healthier choices and a drug-free lifestyle.
- To emphasize the vital role of sufficient, high-quality sleep in sustaining mental health, academic performance, and overall well-being.
- To enhance discipline training for S1 students, cultivating responsibility and self-management.
- To ensure greater consistency in discipline enforcement among teachers, creating a fair and structured learning environment.

- To leverage the 4Rs Carnival (Rest, Relationship, Relaxation, Resilience) with diverse activities that foster positive thinking and strengthen unity among students.
- To intensify recognition of student leaders, boosting engagement and strengthening involvement in school activities.
- To reinforce House identity, promoting unity, mutual support, and a collective sense of belonging.
- To continue organizing Picnic Day to foster friendships and enhance students' sense of belonging.
- To provide national education from multiple perspectives, ensuring a well-rounded understanding of identity and responsibility.
- To collaborate with AYP to enhance students' resilience and perseverance.

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person	Resource Required
1. Spiritual Wellness - to cultivate students' spiritual temperament	1.1 To cultivate students' spiritual temperament ➢ To organize religious activities such as worships, fellowship, Religious Week, RSC lessons to deepen students' knowledge of Christian belief ➢ To organize class and form prayer meetings so as to support each other with God's love ➢ To encourage students to be devoted and to serve	1. Positive response in the related domain of stakeholder survey, APASO-III and school-based survey 2. ★Students practice Christian principles and values in their daily lives. 3. ★Students show willingness to participate in religious activities and to take up leadership roles. 4. Positive feedback from participants 5. High participation rate in activities	1. Surveys 2. Feedback from students 3. Scrutiny of documents and records	Whole Year	1. Spiritual Committee 2. RSC subject panel	1. LWLSSG 2. LMCFF

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person	Resource Required
2. Physical and Mental Wellness - to establish students' healthy lifestyle and to enrich students' life experience, nurture positive thinking and perseverance, and foster life planning	2.1 To promote healthy nutrition and carbon-neutral lifestyle ➢ To guide students to review and incorporate healthy daily routine ➢ To implement morning stretching exercise sessions ➢ To promote healthy nutrition ➢ To organize group training of self-management skills and sports ➢ To organize fitness challenges, sports competitions and recreational activities	1. Improvement in 'Physical and Exercise' in APASO-III 2. Positive response in the related domain of stakeholder survey, APASO-III and school-based survey 3. ★Students cultivate and sustain a healthy lifestyle. 4. ★Students demonstrate resilience and a growth mindset through their sharing. 5. ★Students enhance their awareness and understanding of life planning. 6. ★Students actively participate in life-wide learning experiences.	1. Surveys 2. Feedback from students 3. Scrutiny of documents and records	Whole year	1. Class Management Working Group 2. Class teachers 3. ECA Committee 4. Guidance Committee 5. Physical Education Panel 6. Home Economics Panel	LWLSSG

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person	Resource Required
	2.2 To enrich students' life experience and nurture positive thinking and perseverance ➢ To collaborate with EDB and NGOs to organize mental wellness activities ➢ To organize activities to nurture students' perseverance ➢ To develop students' positive thinking through roll call sharing, assemblies (guest speakers), class teacher periods and workshops ➢ To recognize students' effort and outstanding performance inside and outside the school ➢ To organize study tours of various themes to broaden students' horizons			Whole year	1. Guidance Committee 2. Discipline Committee 3. ECA Committee 4. Various committees and subject panels	1. Mental Health@ School 2. LWLSSG

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person	Resource Required
	2.3 To foster students' life planning ➢ To foster students' self-understanding, personal planning, goal setting and implementation of their life planning ➢ To enable students to know more information and prospect of different occupations in assemblies and workshops ➢ To organize workplace visits, internships and job shadowing programmes for students to experience different occupations ➢ To encourage S3 students to know more about the requirements of various university courses so that they select subjects appropriately			Whole year	Career and Life Planning Committee	

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person	Resource Required
3. Social Wellness - to foster a spirit of unity and promote benevolence among students to empower them to serve the school, society and country	3.1 To foster a spirit of unity and promote benevolence ➢ To organize gratitude and appreciation activities ➢ To organize class meetings, class club activities, inter-class and inter-house activities and competitions ➢ To provide opportunities for students to cooperate and share in various activities and competitions	1. Positive response in the related domain of stakeholder survey, APASO-III and school-based survey 2. Increased sense of belonging and national identity 3. ★Increase the positive responses to 'I like the school' (SHS) 4. ★Students practice correct values in their daily lives. 5. ★Students demonstrate greater confidence in public speaking. 6. ★Students actively participate in services.	1. Surveys 2. Feedback from students 3. Scrutiny of documents and records	Whole year	1. Guidance Committee 2. ECA Committee 3. Spiritual Affairs Committee 4. RSC subject panel 5. Activity clubs 6. Class Management Working Group 7. All Teachers	LWLSSG
	3.2 To nurture capable and confident student leaders ➢ To organize leadership training inside school ➢ To nominate student leaders to join leadership programmes outside school ➢ To facilitate the communication between students and school ➢ To promote students' participation in community services			Whole year	1. ECA Committee 2. Life Education Committee 3. Guidance Committee 4. Service Groups 5. Activity Clubs 6. Student Union	LWLSSG

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person	Resource Required
	3.3 To enhance students' sense of national identity and safeguard national security ➢ To deliver 'Speech under the National Flag' by various committees and subject panels ➢ To organize Flag Raising Ceremony, National Day and National Constitution Day activities, the Sister School Scheme and mainland study tours to enhance students' sense of national identity ➢ ★To enable students to gain a first-hand understanding of the development of our country, including the National 15th Five-year Plan, the development of the Greater Bay Area and the Belt and Road Initiative ➢ To enhance students' sense of belonging to the country and the people and their awareness of law-abidingness for safeguarding national security			Whole year	1. National Education Working Group 2. Life Education Committee 3. CS subject panel 4. Various subject panels and committees	LWLSSG