

Annual School Plan (2025-2026)

Themes: Enlighten, Empower, Embrace, Engage

Major Concern 1: Enlighten – To explore new learning opportunities for students

Objectives	Strategies / Programmes	Success Criteria	Methods of Evaluation	Responsible person
<ul style="list-style-type: none"> To facilitate students' learning of STEAM knowledge 	<ul style="list-style-type: none"> Enhance the STEAM curriculum with various departments under the guidance of the Academic Committee Hold the STEAM Enrichment Programme consisting of diverse training workshops throughout the year Participate in STEAM inter-school competitions in HK and trips outside HK 	<ul style="list-style-type: none"> Students' capabilities are unleashed through engagement in workshops, inter-school competitions and trips 	<ul style="list-style-type: none"> Teacher and student comments and reflections on the implementation of STEAM education Number of STEAM related activities and competitions participated by students 	<ul style="list-style-type: none"> OR (STEAM Curriculum and Enrichment Programme) OR (Competitions & Trips)
<ul style="list-style-type: none"> To create learning experiences for students 	<ul style="list-style-type: none"> Continue CES in S1 and implement CES in S2 Continue Tourism and Hospitality Studies up to S6 Continue S4 Learning Project Continue S1 RE initiatives 	<ul style="list-style-type: none"> Successful implementation of Tourism and Hospitality Studies where both teacher and students can accurately grasp the curriculum from S4-6 Relevant learning and teaching resources have been developed and procured 	<ul style="list-style-type: none"> Feedback from teachers and students Annual reports of subject departments 	<ul style="list-style-type: none"> THS Dept (KK & YK) MO (S1 CES) CS (S4 Learning Project) Academic Com (S4 elective quota)
<ul style="list-style-type: none"> To develop cross-curricular mindset and activities 	<ul style="list-style-type: none"> Implement cross-curricular / co-curricular learning and teaching activities to cater for students' diverse interests, abilities and aspirations Prepare a possible framework to facilitate stock check of national security and values education 	<ul style="list-style-type: none"> More cross-curricular / co-curricular activities have been implemented Students become more aware of the importance of developing national identity and upholding national security 	<ul style="list-style-type: none"> Annual reports of subject departments and committees Feedback from teachers and students Observation and event evaluation Teacher comments and reflection 	<ul style="list-style-type: none"> Cross-curricular activities - Academic Committee (JN) National Education Committee (JN)

Major concern 2: Empower – To facilitate students, teachers and parents to excel

Objectives	Strategies / Programmes	Success Criteria	Methods of Evaluation	Responsible person
<ul style="list-style-type: none"> To enhance the emotional, mental and physical health of students and teachers 	<ul style="list-style-type: none"> Participate in the EDB Mental Health - Peer Power Student Gatekeeper Training Programme Promote the material "了解 CHILL · 易 · FUN" from the Hong Kong Family Welfare Society (HKFWS) during school assemblies Organize the S1 Encounter Programme: FUN 解鎖突擊室」 Host a Wellness Day themed "Harmonious School" Conduct workshops on "Peer Mediation" Organize bi-monthly relaxation activities Join the Student Mental Health Support Scheme Participate in the Power T.A.G. – Boosting Inner Strength Project by HKFWS Create a series of one-minute skits for school assemblies to promote values like "resilience," "respect for others," and "sense of responsibility" Implement a programme on healthy lifestyle and safety awareness through peer education with School Health Ambassadors Conduct Healthy Mind-Body-Spirit programmes through special OLE programmes Offer counseling services to teachers provided by Dr. Leung Tin Ming Timothy Introduce diverse exercise programme to enhance physical health and overall well-being 	<ul style="list-style-type: none"> 20 S3-4 students engage in the Peer Power Student Gatekeeper Training Programme and help promote mental health awareness within the school. The importance of a harmonious school environment and mental health is effectively communicated to students and teachers during school assemblies and S1 class teachers' periods. HKFWS game booths with the theme 「校園好氣 FUN · 調解離位」 and mental health activities are organized during Wellness Day to promote messages of respect, love, and care. Peer mediation workshops are conducted to equip students with mediation skills for resolving conflicts among classmates. Bi-monthly relaxation activities are held to support students and teachers in developing techniques and strategies for managing stress and enhancing resilience. Students and teachers experiencing mental stress receive support from professionals Positive values such as "resilience," "respect for others," and "sense of responsibility" are successfully imparted during school assemblies. A regular health check station is established to increase health awareness among teachers and students. Students actively participate in diverse exercise programs, showing improved physical health and increased energy levels 	<ul style="list-style-type: none"> Data collection Teachers' and students' feedback 	<ul style="list-style-type: none"> CH Guidance Teachers SENCO (CG) School Social Workers Red Cross Teachers Discipline Committee Teachers PE teachers

<ul style="list-style-type: none"> • To unleash the potential and creativity of students and parents 	<ul style="list-style-type: none"> • Continue offering a tailored Chinese Language curriculum for NCS students in S1 and S2 • Provide more opportunities for NCS students to participate in school-wide activities • Sustain the Parent Academy, supported by the Parent-Teacher Association (PTA), offering both core and elective programs. • Join the Pilot Scheme of the Asian Academy of Family Therapy • Engage "Parent Ambassadors" in various school events to share their roles and experiences in family dynamics. • Support the Learning Diversity Committee in training senior form SEN students to mentor their junior SEN peers 	<ul style="list-style-type: none"> • NCS students received enhanced support through specialized pull-out Chinese classes • Enhanced cultural exchange and interaction among NCS and other students, fostering a more inclusive school environment • A series of activities and talks are organized to nurture healthy parent-child relationships • The values of filial piety, love and care are effectively promoted among students and parents • Parent Ambassadors are equipped to assist and support other parents in need. • Two social skills training sessions are conducted for SEN students to improve peer relationships 	<ul style="list-style-type: none"> • Data collection • Teachers' and students' feedback • Evaluation conducted by the PTA and the AAFT 	<ul style="list-style-type: none"> • CH • SENCO • PTA Teachers Member • Learning Diversity Committee Teachers
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Major concern 3: Embrace – To reflect and treasure values & perspectives gained from diverse experiences and be able to share with others.

Objectives	Strategies / Programmes	Success Criteria	Methods of Evaluation	Responsible person
<ul style="list-style-type: none"> • Seek better understanding of personality, capability & values via reflection on personal experience 	<ul style="list-style-type: none"> • Forming a habit of recording personal experience upon the completion of course/workshop/events. 	<ul style="list-style-type: none"> • Students are involved and engaged in the journal of reflection • Student leaders can share their reflection via writing, publications or occasion like assemblies 	<ul style="list-style-type: none"> • Students' feedback • Observation by teachers & students 	<ul style="list-style-type: none"> • ECA (CS TW WF)
<ul style="list-style-type: none"> • To further promote diversity and inclusive culture. 	<ul style="list-style-type: none"> • Global Week with lessons for S1-5 students • Course on Global Education in the S4 Learning Project • Model of United Nations 	<ul style="list-style-type: none"> • Students can state the difference in values and practices across cultures and they can appreciate and respect these differences. 		<ul style="list-style-type: none"> • Global Exposure Com (CS AW)
<ul style="list-style-type: none"> • To treasure YW history and heritage 	<ul style="list-style-type: none"> • Training of Heritage Ambassadors • Centenary Celebration of 1926 	<ul style="list-style-type: none"> • 50% of the students who participated are engaged and appreciate the YW predecessors in the history of YW kindergarten. • Ambassadors can share the stories and values of the 1926 Heritage Block. 		<ul style="list-style-type: none"> • Heritage Education Team (CS/YC)

Major concern 4: Engage – To engage stakeholders and friends to transform our students into better facilitators and learners

Objectives	Strategies / Programmes	Success Criteria	Methods of Evaluation	Responsible person
<ul style="list-style-type: none"> To engage students in Sustainable Education 	<ul style="list-style-type: none"> Promotion of Energy Conservation and Waste Recycling via the promotion of Eco Amigos Conduct field excursions to study local ecology and geology 	<ul style="list-style-type: none"> 75% of field excursion participants can appreciate & respect the diversity in ecosystem Conduct an energy audit and trial run to identify energy-saving measures on campus. Share green tips during the whole school assembly to promote energy conservation. Achieve a 10% reduction in electricity consumption across the years 	<ul style="list-style-type: none"> Survey from participants Sharing of data by Eco Amigos 	<ul style="list-style-type: none"> CS TH
<ul style="list-style-type: none"> To engage students in learning with the help of new technology 	<ul style="list-style-type: none"> Use of new teaching strategies, technologies and other e-resources to motivate and nurture self-motivated learners Review implementation of BYOD 	<ul style="list-style-type: none"> More interactive strategies used in lessons New technologies and different eLearning platforms explored and used Students become more interactive in lessons 	<ul style="list-style-type: none"> Number of teachers trying new technologies in lessons Teachers' and students' feedback from department minutes 	<ul style="list-style-type: none"> Academic Com (JN) IT Com (CL)
<ul style="list-style-type: none"> To widen students' exposure 	<ul style="list-style-type: none"> Trips outside HK Global Citizenship Scheme (GCS) Sister Schools Scheme 	<ul style="list-style-type: none"> Students can take the initiative to learn outside classrooms Students have the chance to visit schools and interact with students in mainland China 	<ul style="list-style-type: none"> Number of trips Observation Feedback from teachers and students 	<ul style="list-style-type: none"> Global Exposure Com (CS, School Teams) JN Civic Edu Com (JN)