

## ANNUAL SCHOOL PLAN 2023/24

1. Major Concern: *Unleash students' potential in Innovation - STEM education* (激發學生發揮創意潛能 - STEM教育)

Strategies/Tasks	Time Scale	Success Criteria	Evaluation Method	People Responsible	Resources
1.1 Establish collaborative partnerships with relevant organizations to ensure the provision of high-quality learning experiences to students	Sep. 23 - Aug. 24	<ul style="list-style-type: none"> <li>• A 10% increase in the total attendance of Science, Technology and Mathematics activities</li> <li>• more than 70% of students participating in STEM-related activities report an improvement in their creative thinking skills</li> <li>• Students are inspired and empowered by STEM-related learning experiences to make innovative creations</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Deliverables (assignments, projects, competitions, etc.)</li> <li>• Students' participation in STEM-related training and competitions</li> <li>• Prizes and awards obtained</li> <li>• Annual Plans</li> </ul>	<p><b><u>Lau Y.K.</u></b></p> <ul style="list-style-type: none"> <li>•STEM teachers</li> <li>•VA teachers</li> <li>•ECA advisors</li> </ul>	<ul style="list-style-type: none"> <li>• External resources</li> <li>• LWL Grant</li> <li>• Alumni network</li> <li>• Hong Kong Academy for Gifted Education</li> <li>• Local tertiary institutes</li> </ul>
1.2 Empower STEM teachers to train a core group of student role models and coaches for fellow students and primary school students in the community	Sep. 23 - Aug. 24	<ul style="list-style-type: none"> <li>• STEM Innovators (Student Ambassadors) actively participate in inquiry-based competitions</li> <li>• STEM Innovators (Student Ambassadors) experience a good sense of achievement when coaching fellow students and primary students</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Annual plans</li> <li>• Evaluation reports</li> <li>• Deliverables (e.g. projects, IT gadgets, board displays, etc.)</li> <li>• Feedback from Ambassadors</li> </ul>	<p><b><u>Lau Y.K.</u></b></p> <ul style="list-style-type: none"> <li>•STEM teachers</li> </ul>	<ul style="list-style-type: none"> <li>• External resources</li> <li>• LWL Grant</li> </ul>
1.3 Facilitate the utilization of the STEM & Innovation Centre to unleash students' innovation and creativity	Sep. 23 - Aug. 24	<ul style="list-style-type: none"> <li>• Each of the STEM-related panels organises LWL activities utilising the resources and equipment available in the STEM &amp; Innovation Centre</li> <li>• Students capitalise on the facilities and equipment provided in the STEM &amp; Innovation Centre to conduct STEM-related experiments and competitions</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Deliverables (e.g. presentations, board displays, etc.)</li> </ul>	<p><b><u>Lau Y.K.</u></b></p> <ul style="list-style-type: none"> <li>•Teachers of STEM-related panels</li> </ul>	<ul style="list-style-type: none"> <li>• External resources</li> <li>• LWL Grant</li> </ul>

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### 2. Major Concern: Help students build a flourishing life(幫助學生譜寫精彩人生)

Strategies / Tasks	Time Scale	Success Criteria	Evaluation Method	People Responsible	Resources
2.1.1 Enhance students' self-understanding and self-esteem to build a happier and healthier lifestyle	Sep. 23 – Aug. 24	<ul style="list-style-type: none"> <li>Students have a better understanding of happiness and well-being and are able to appreciate positive traits in self and others</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' comments</li> <li>Pre- and post-questionnaires to assess students' self-understanding, interpersonal relationships and personal image</li> </ul>	<p style="text-align: center;"><b><u>Ma K.M.</u></b></p> <ul style="list-style-type: none"> <li>Life Education Committee &amp; Ambassadors</li> <li>PSE teachers</li> <li>School Chaplain</li> <li>Social Workers</li> </ul>	<ul style="list-style-type: none"> <li>LWL Grant</li> <li>External resources from NGOs</li> <li>Learning Support Grant</li> <li>Holy Spirit Church</li> </ul>
2.1.2 Organize different programmes and activities to encourage students to make pledges for better relationships with others through practicing the Bible script "It is more blessed to give than to receive" (Acts 20:35)	Sep. 23 – Aug. 24	<ul style="list-style-type: none"> <li>Students have a sense of service and empathy to serve people around and build quality relationships with fellow students and parents</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' comments</li> <li>Pre- and post-questionnaires to measure students' sense of service and empathy to serve people around and build quality interpersonal relationships with fellow students and parents</li> </ul>	<p style="text-align: center;"><b><u>Ma K.M.</u></b></p> <ul style="list-style-type: none"> <li>Life Education Committee &amp; Ambassadors</li> <li>PSE teachers</li> <li>School Chaplain</li> <li>Social Workers</li> </ul>	<ul style="list-style-type: none"> <li>LWL Grant</li> <li>External resources from NGOs</li> <li>Learning Support Grant</li> <li>Holy Spirit Church</li> </ul>
2.1.3 Nurture students to be grateful people through different KLAs and social services	Sep. 23 – Aug. 24	<ul style="list-style-type: none"> <li>Students realize the importance of being grateful</li> <li>Students have become more caring and willing to participate in voluntary service</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' comments</li> <li>Pre- and post-student questionnaires on gratitude</li> <li>Debriefing sessions after voluntary service</li> </ul>	<p style="text-align: center;"><b><u>Ma K.M.</u></b></p> <ul style="list-style-type: none"> <li>Subject teachers</li> <li>Life Education Committee &amp; Ambassadors</li> <li>School Chaplain</li> <li>Social Workers</li> <li>Voluntary Service Committee</li> </ul>	<ul style="list-style-type: none"> <li>LWL Grant</li> <li>External resources from NGOs such as School of Poverty Caring</li> <li>Learning Support Grant</li> <li>Holy Spirit Church</li> </ul>

2.2.1 Organize mental health and emotional health seminars and other activities for students, teachers and parents	Sep. 23– Aug. 24	<ul style="list-style-type: none"> <li>• Students have updated knowledge on how to access mental health information and acquire emotional management skills</li> <li>• Students actively engage in related campaigns and activities</li> <li>• 80% of teachers agree the seminars or workshops held on Staff Development Days have equipped them with necessary skills to deal with students with mental and emotional health needs</li> <li>• More than 75% of parents agree the workshops or seminars have empowered them to deal with their children’s mental health and emotional needs</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires conducted among students, teachers and parents attending different seminars, workshops, etc.</li> <li>• Interviews with participants of mental health enhancement or awareness programmes</li> </ul>	<p><b><u>Ma W.L.</u></b></p> <ul style="list-style-type: none"> <li>• Mental Health Programme Team</li> <li>• Counselling Committee Members</li> <li>• Social Workers</li> <li>• Mental Health Ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Support Grant</li> <li>• Department of Health</li> <li>• NGOs such as Hong Kong Children and Youth Services, YWCA, etc.</li> </ul>
2.2.2 Empower students to cope with different mental and emotional situations	Sep. 23– Aug. 24	<ul style="list-style-type: none"> <li>• 70% of students perceive that they have the knowledge, skills and attitude to cope with different mental and emotional situations</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires conducted among students who have received training relating to mental and emotional health needs.</li> <li>• Interviews with participants of mental health enhancement or awareness programmes</li> </ul>	<p><b><u>Ma W.L.</u></b></p> <ul style="list-style-type: none"> <li>• Mental Health Programme Team</li> <li>• Counselling Committee Members</li> <li>• Social Workers</li> <li>• Mental Health Ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Support Grant</li> <li>• NGOs such as TWGHs Jockey Club Shatin Integrated Services Centre</li> </ul>

<p>2.2.3 Provide internal and external support to individual students with mental health and emotional needs</p>	<p>Sep. 23– Aug. 24</p>	<ul style="list-style-type: none"> <li>• users find the counselling services provided by different parties useful and helpful in addressing their mental health and emotional concerns.</li> <li>• more than 50% of users report feeling empowered to manage their problems more effectively, improve their coping skills, and achieve greater emotional well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from students and parents concerned</li> <li>• Oral feedback or written reports of social workers, the educational psychologist and form teachers</li> </ul>	<p><b><u>Ma W.L.</u></b></p> <ul style="list-style-type: none"> <li>• SENCO</li> <li>• Counselling Committee Members</li> <li>• Educational Psychologist</li> <li>• Social Workers</li> <li>• Form teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Support Grant</li> <li>• Educational psychologist</li> <li>• Integrated Education Assistant</li> <li>• Professional support and services in the community, such as Integrated Family Service, Community Psychiatric Service, etc.</li> </ul>
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## ANNUAL SCHOOL PLAN 2023/24

### 3. Major Concern: Enable students to gain a variety of experiences beyond the classroom (增加學生多元學習經歷)

Strategies/Tasks	Time Scale	Success Criteria	Evaluation Method	People Responsible	Resources
3.1 Enhance students' physical and aesthetic development for a healthier and more balanced lifestyle	Sep. 23 - Aug. 24	<ul style="list-style-type: none"> <li>• Over 85% of students participate in physical and aesthetic activities conducted via in-person or online mode</li> <li>• Over 85% of students express a strong interest in participating in the physical and aesthetic activities provided</li> <li>• More than 60% of students express a willingness to participate in physical and aesthetic activities in the future</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance records of students in various functions</li> <li>• Annual reports of ECA clubs and societies</li> <li>• Surveys</li> </ul>	<p><b><u>Wong K.W.</u></b></p> <ul style="list-style-type: none"> <li>• Chan P.S.</li> <li>• ECA Committee</li> <li>• ECA Advisors</li> </ul>	<ul style="list-style-type: none"> <li>• External resources</li> <li>• LWL Grant</li> </ul>
3.2 Enrich and extend students' intellectual abilities in different KLAs for further development	Sep. 23 - Aug. 24	<ul style="list-style-type: none"> <li>• Students have their knowledge base broadened and consolidated, being able to understand contemporary issues that may impact on their daily lives at personal, community, national and global levels</li> <li>• Students can appreciate Chinese culture and cultures of different nationalities</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys conducted among students and teachers</li> <li>• Annual Plans</li> <li>• Evaluation reports</li> <li>• Deliverables (e.g. presentations, board displays, etc.)</li> </ul>	<p><b><u>Chan P.S.</u></b></p> <ul style="list-style-type: none"> <li>• Wong K.W.</li> <li>• Subject Panel Heads</li> <li>• Library Committee</li> <li>• Life Education Committee</li> <li>• PTA</li> </ul>	<ul style="list-style-type: none"> <li>• External resources</li> <li>• LWL Grant</li> </ul>

<p>3.3 Nurture students' interest and habits in serving others</p>	<p>Sep. 23 - Aug. 24</p>	<ul style="list-style-type: none"> <li>• F.1 and F.2 students gain a wider scope of knowledge from the organized talks, visits, and public performances related to service learning experiences</li> <li>• Students participating in voluntary services become more aware of their role as a responsible citizen</li> <li>• Students develop greater appreciation for positive values and attitudes, such as empathy, compassion, and social responsibility</li> <li>• Students have a better understanding of pluralism in society and greater respect for diversity and inclusivity</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Deliverables (e.g. presentations, board displays, public performances, etc.)</li> </ul>	<p><b><u>Wong K.W.</u></b></p> <ul style="list-style-type: none"> <li>• Chan P.S.</li> <li>• Voluntary Service Committee</li> <li>• CLP Committee</li> <li>• Music Panel</li> <li>• Alumni</li> </ul>	<ul style="list-style-type: none"> <li>• External resources</li> <li>• LWL Grant</li> <li>• Social Workers</li> <li>• Alumni network</li> </ul>
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