



**Po Leung Kuk Celine Ho Yam Tong College**

**School Annual Plan**

**2025 - 2026**

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# Po Leung Kuk Celine Ho Yam Tong College

## School Vision and Mission:

Our College upholds the long-standing mission of the Po Leung Kuk, emphasizing the all-round development of students in moral, intellectual, physical, social, and aesthetic aspects, and cultivating students' refined sentiments and correct outlook on life.

## School Goal:

Our College's primary goals are to enhance students' biliterate and trilingual abilities, cultivate high-level logical thinking, and equip them with the skills to adapt to the ever-evolving changes of the current era. We aim to nurture students to possess strong language proficiency, practical skills and the mindset of a global citizen, prepared to thrive in an interconnected world.

## School Motto:

Our College's motto is "Love, Respect, Diligence, Integrity". It reflects our aspiration for students to cultivate mutual respect, a diligent work ethic, and a sincere character, as they strive for personal growth and progress. We are committed to fostering a close rapport with parents, aiming to enhance students' learning interest and uncover their potential.

# **Po Leung Kuk Celine Ho Yam Tong College**

## **School Annual Plan**

### **2025 - 2026**

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## 1. Major Concern: To enhance students' sense of achievement in learning and nurture students to be self-confident and resilient "Potongers"

### Briefly list the feedback and follow-up actions from the previous school year:

- The school has consistently monitored information from the Education Bureau, as well as social and student needs, adjusting curriculum content in a timely manner to cultivate students' resilience and confidence. These methods have been effective and recognized by teachers, significantly enhancing students' language skills and common competencies, while providing a broad knowledge base.
- Teachers have encouraged and praised those who effectively utilize good classroom elements through the Self-directed Learning Pilot Program and the Q-Mark Teaching Certification Program. This has successfully guided students in self-directed learning. The program will be expanded gradually by subject each year, proving to be more effective than implementing it across all subjects at once. It effectively establishes a learning community among teachers, improving teaching quality and promoting students' language skills and common competencies.
- Our students performed excellently in the 2025 HKDSE, with percentages meeting the criteria for admission to bachelor's degree programs, as well as the excellent rate across all subjects far exceeding the territory-wide norms. This showcases that students possess strong language skills, common competencies, a broad knowledge base, and effective career planning.
- The total number of competitions and awards received by students has significantly increased this year compared to last year, with students demonstrating excellent performance in competitions, indicating their strong language and common skills.
- Form 1 to Form 6 students progressively implemented targeted career planning activities, helping them explore their interests and abilities and clarify their academic and career objectives. Additionally, students in Form 3 and above can access university admission information early, enabling them to prepare for their career planning sooner.
- Both teachers and parents generally agreed that students' confidence and resilience have improved. However, students' sense of self-identity needs further enhancement. In emotional and social performance assessments, students expressed confidence in their learning proactivity, self-planning, and goal setting, but their self-perception in the stakeholder questionnaire still needs improvement. Students rated their learning confidence and objectives slightly lower than last year, reflecting an unstable sense of self-identity. Therefore, it is recommended that next year, efforts be increased to appreciate and commend students, enhancing their sense of self-identity. Through positive feedback and support, students can better understand their potential, thereby boosting their motivation and confidence in learning.
- Students in Form 5 and Form 6 demonstrated lower self-identity, indicating that these students face challenges in terms of confidence amid public examinations. It is suggested to enhance the promotion of senior students' academic achievements to boost confidence and further enhance their language and common skills.
- This year, "Learning Skills" seminars were held for students in Form 3 to Form 6, helping them grasp different learning methods. However, the seminar format was somewhat lacking in depth. It is recommended to implement a "Subject Learning Skills Pilot Program" in the coming year, teaching students effective note-taking methods within subject contexts to further enhance their language and common skills.
- The substantial increase in students participating in external competitions and receiving awards this year indicates a significant boost in their learning confidence and motivation. To further enhance students' language skills and common competencies, it is recommended to integrate and optimize various activities such as interdisciplinary language learning and cross-curricular reading in the coming year. Through course integration, students will be able to participate in higher-quality activities that further enhance their language skills, common competencies, promote a sense of national identity and global citizenship, and improve information literacy.
- The increased opportunities for public speaking this year have allowed students to present in both the classrooms and school hall, significantly boosting their confidence. Additionally, the Chinese debating team has also seen a notable increase in awards, indicating significant improvement in students' language and common skills. To further solidify these achievements, it is suggested to increase opportunities for impromptu speaking competitions in the next academic year and strengthen the training of the school's Chinese and English debating teams to cultivate students' expression and critical thinking skills.

**Major Concern:** To enhance students' sense of achievement in learning and nurture students to be self-confident and resilient "Potongers"

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1 Cultivate students to become more strategic self-directed learners	1. <u>Q-mark Teaching Certification Programme</u> To encourage teachers to further showcase students' learning outcomes in the classroom, subject department heads will recommend teachers who perform well after classroom observations for the Q-mark Teaching Certification. This certification aims to encourage and recognize teachers for applying relevant teaching strategies in their classes.	<ul style="list-style-type: none"> <li>Most teachers can use teaching strategies that showcase students' learning outcomes in class, making students more confident in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting minutes</li> <li>Lesson observation report</li> <li>Peer lesson observation report</li> <li>Teacher observations</li> <li>Subject questionnaire</li> <li>Student feedback</li> </ul>	Full school year	<ul style="list-style-type: none"> <li>ACC</li> <li>AC</li> <li>Subject Department Heads</li> </ul>	--
	2. <u>Self-directed Learning Pilot Program</u> The "Self-directed Learning Pilot Program" will continue, with the addition of the "English Education" learning domain. During meetings, teachers will not only share examples of effective classroom practices but also their experiences using AI to enhance teaching effectiveness, such as grading and reviewing essays. Through interactions with colleagues, teachers will gain a better understanding of teaching techniques for self-directed learning, further boosting students' learning confidence.	<ul style="list-style-type: none"> <li>Most students agree that guest or alumni sharing sessions help them develop good study habits and exam techniques.</li> <li>Most students participating in gifted programs agree that the courses broaden their horizons and build learning confidence.</li> </ul>		Full school year	<ul style="list-style-type: none"> <li>ACC</li> <li>AC</li> <li>Subject Teachers</li> </ul>	One-off Grant for Promotion of Self-directed Language Learning
	3. <u>Sharing AI Teaching Experiences in Subject Meetings</u> In subject meetings, teachers will share their insights and experiences on using AI to support teaching, such as gathering teaching materials, creating notes, formulating practice questions, grading and reviewing articles, and showcasing student learning outcomes. Teachers are exploring more diverse self-directed learning teaching methods, effectively enhancing students' learning confidence.	<ul style="list-style-type: none"> <li>Most students agree that the school provides opportunities to participate in external competitions.</li> </ul>		Full school year	<ul style="list-style-type: none"> <li>ACC</li> <li>AC</li> <li>Subject Department Heads</li> </ul>	--
	4. <u>Enhancing Students' Learning Skills</u> Invite guests during assembly periods to teach students study techniques and exam strategies. To further deepen students' exam skills, the pilot plan for "Subject Learning Skills" will be implemented in Form 4, teaching students techniques for summarizing and organizing notes, thereby enhancing their self-directed learning.	<ul style="list-style-type: none"> <li>Most students agree that debate teams and public speaking help them demonstrate confidence.</li> </ul>		Full school year	<ul style="list-style-type: none"> <li>ACC</li> <li>AC</li> <li>Subject Teachers</li> </ul>	--

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1 Cultivate students to become more strategic self-directed learners	5. <u>Optimizing Gifted Education</u> This year, more resources will be allocated to systematically manage the talent pool, enhancing the matching process between students and subjects, and increasing opportunities for gifted students to participate for free in advanced courses offered by professional organizations. In addition to inviting some gifted students to share their experiences in public forums, more opportunities will be provided for students to participate in impromptu speaking competitions, further boosting their learning confidence.	<ul style="list-style-type: none"> <li>Most teachers can use teaching strategies that showcase students' learning outcomes in class, making students more confident in their learning.</li> <li>Most students agree that guest or alumni sharing sessions help them develop good study habits and exam techniques.</li> <li>Most students participating in gifted programs agree that the courses broaden their horizons and build learning confidence.</li> <li>Most students agree that the school provides opportunities to participate in external competitions.</li> <li>Most students agree that debate teams and public speaking help them demonstrate confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting minutes</li> <li>Lesson observation report</li> <li>Peer lesson observation report</li> <li>Teacher observations</li> <li>Subject questionnaire</li> <li>Student feedback</li> </ul>	Full school year	<ul style="list-style-type: none"> <li>ACC</li> <li>AC</li> <li>Subject Teachers</li> </ul>	Diversity Learning Grant
	6. <u>Establishing Indicators to Promote High-Quality Activities and Participation in External Competitions</u> Further integrate and optimize various activities, implementing "Cross-linguistic Reading." The English department will collaborate with different subjects such as Geography, Science, and Physical Education, allowing students to first learn relevant professional terms, usages, or excerpts related to interdisciplinary subjects in English classes. This will help students better understand academic concepts, naturally increasing their learning confidence. Additionally, "Interdisciplinary Reading" will be conducted, such as collaboration between the Chinese and Chinese History departments to teach about the backgrounds and virtues of notable figures in Chinese history, instilling positive values in students. Furthermore, the History and Science departments will collaborate on interdisciplinary reading to teach students about the lives of great scientists in history and the interesting scientific principles behind their inventions, effectively enhancing students' motivation and interest in learning.			Full school year	<ul style="list-style-type: none"> <li>ACC</li> <li>AC</li> <li>Subject Teachers</li> </ul>	Life-wide Learning Grant
	7. <u>Strengthening Opportunities for Debate Teams and Public Speaking</u> In addition to arranging public speaking events within the school, students will be given the opportunity to deliver speeches to other classes. More competitions for impromptu speaking will also be organized. Regarding debate competitions, we will optimize the internal Chinese and English debate contests, increasing opportunities for students to speak in public settings.			Full school year	<ul style="list-style-type: none"> <li>ACC</li> <li>AC</li> <li>English Language Department</li> <li>Chinese Language Department</li> </ul>	Diversity Learning Grant

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.2 Elite Reward Scheme - Commend the talented and capable, cultivate confident “Potongers”	1. <u>Regular Award Ceremonies</u> Regularly hold award ceremonies in the School Hall to present awards to students who have won external competitions, thereby recognizing student achievements in front of the entire school community.	<ul style="list-style-type: none"> <li>Students generally agree that the Elite Reward Scheme helps enhance their sense of academic achievement.</li> <li>Students generally agree that small-scale award ceremonies increase their sense of self-identity.</li> <li>Students generally agree that recognizing their external activity accomplishments on report cards can boost their self-confidence.</li> <li>Students generally agree that participating in the feast for distinguished students enhances their sense of honour and pride.</li> <li>Students generally agree that rewards for outstanding students help build their positive attitude towards life.</li> <li>Teachers generally agree that the “Teachers’ Appreciation” reward scheme and encouragement cards help enhance students’ sense of achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting minutes</li> <li>Teacher observations</li> <li>Subject questionnaire</li> <li>Student feedback</li> </ul>	Full school year	<ul style="list-style-type: none"> <li>ACC</li> <li>AC</li> <li>SAC</li> </ul>	--
	2. <u>Parent Newsletters Highlighting Student Achievements</u> Regularly distribute parent newsletters to commend students’ extraordinary achievements.			Full school year	<ul style="list-style-type: none"> <li>ACC</li> <li>AC</li> <li>SAC</li> </ul>	--
	3. <u>Report Cards Showcasing Excellence in External Activities</u> Display students’ external competition awards on report cards to affirm and recognize their competitive achievements.			Full school year	<ul style="list-style-type: none"> <li>ACC</li> <li>AC</li> <li>ITC</li> </ul>	--
	4. <u>A Feast with Distinguished Students</u> Organize a special dinner, inviting outstanding students from various fields to dine with the principal, increasing students' sense of honour and pride.			The end of June	<ul style="list-style-type: none"> <li>ACC</li> <li>SACC</li> <li>AC</li> </ul>	--
	5. <u>“Teachers’ Appreciation” Reward Scheme and Encouragement Cards</u> Through the “Teachers’ Appreciation” reward scheme in the 1 <sup>st</sup> and 2 <sup>nd</sup> school terms, provide teachers with opportunities to publicly praise and encourage students. Print encouragement cards to strengthen teachers’ efforts in encouraging students, for the purpose of fostering a positive encouragement culture on campus.			Once in each school term	<ul style="list-style-type: none"> <li>ACC</li> <li>AC</li> <li>SDC</li> <li>Visual Arts Department</li> </ul>	--

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.3 Quality Career Education - Assist students to courageous-ly pursue and accomplish their goals	1. <u>Optimizing Career Education to Achieve Students' Career Dreams</u> Implement targeted career planning activities progressively from Form 1 to Form 6, helping students explore their interests and abilities, clarify academic and career goals, and adapt to the rapidly changing demands of society.	<ul style="list-style-type: none"> <li>The majority of students agree that the school's career activities help them set life goals early.</li> <li>Most students believe that alumni sharing helps them grasp information about further studies and plan their life direction.</li> <li>The majority of students agree that participating in different industry experiences assists them in planning their life direction.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting minutes</li> <li>Teacher observations</li> <li>Activity questionnaire</li> <li>Student feedback</li> </ul>	Full school year	• CGC	--
	2. <u>"Path to University" to Achieve Goals</u> In collaboration with the alumni association, invite graduates from the school to share their experiences regarding subject selection for Form 4 and university joint admission with students in Form 3 and above. This will help students grasp information about further studies, enabling them to make mature decisions regarding their educational paths and build their personal ideals, equipping themselves earlier for greater success.			December and June	• CGC • Alumni Association	--
	3. <u>"Every Class Excels": Role Models for Success</u> In partnership with the alumni association, invite outstanding graduates with excellent academic performance or professional achievements to share their strategies for preparing for the DSE and their career experiences with students in Form 5 and above. This will help students learn practical examination techniques and gain a deeper understanding of various professions, allowing them to better plan their futures.			Full school year	• CGC • Alumni Association	--
	4. <u>Collaborating with Organizations for Industry Experience</u> By partnering with various external organizations, such as the EDB and PLK, provide students with practical career experience opportunities to allow students to engage with and understand different industries, assess their strengths and weaknesses, and assist them in planning their future career paths.			Full school year	• CGC	--



## 2. Major Concern: To cultivate students' strong sense of national and global identity

### Briefly list the feedback and follow-up actions from the previous school year:

- The 2024/25 academic year marks the first year of this developmental period. Building on the previous developmental phase, the school has established a solid foundation for students' sense of national identity. This phase aims to deepen the sense of national identity on emotional and action levels. In the 2024/25 academic year, 100% of students will participate in territory-wide interschool competitions related to national education. Students will also take part in external national education activities and security education events or competitions with favorable results, such as winning the gold medal in the highest category of the "Heart with the Homeland" interschool Chinese marching competition, being crowned champions in the Immigration Department Youth Leaders flag-raising competition 2024, and receiving excellent awards in the "Tung Zhen Cup: 'Understanding National Security and Law'" competition for secondary students. Additionally, some students have been selected by the Security Bureau as "Youth National Security Ambassadors." The responsible teachers and participating students agreed that diverse activities help students understand the country. Beyond cultivating comprehensive and profound national identity in terms of "knowledge, emotions, and actions," observations by teachers indicated that students acquired and constructed a broad and solid knowledge base through the participation process, leading them from understanding national development to appreciating Chinese culture and traditional values, ultimately becoming informed and responsible citizens, thus deepening their national identity.
- Following on from the previous phase, each year a national education theme will be established. The theme for the 2024/25 academic year is "Astronomy, Meteorology, and Aerospace Technology," allowing the school to focus its planning. This focus enabled various subject groups to plan activities that helped students engage with the country's understanding from different perspectives. Effective measures will be taken to establish another national education theme next year and continue its implementation.
- According to the stakeholder survey conducted in the 2024/25 academic year, teachers rated the school's curriculum and assessments at 4.2 (with 5 being the highest), which is an improvement over the 2023/24 year. The average score for the curriculum aligning with the goals of national and global citizenship identity learning was 4.3 (with 5 being the highest). Furthermore, the results from the APASO questionnaire regarding "national identity" were all above the territory-wide median, indicating that the school effectively integrates national education and national security education into its curriculum through a "multiple pathways, interrelated" approach. Classroom observations reflected that students could generally express their recognition of the country's culture and recent developments, demonstrating the school's effective implementation of plans to cultivate students' sense of national awareness.
- To provide students with a global perspective and strengthen their national identity, aside from the Civic Education department organizing the "Zhuhai Innovation and Technology Exploration Tour" for Form 4 students, the school also arranged various exchange activities. These included events organized by the Po Leung Kuk and the Beijing Youth Association, such as "Dynamic Innovation: Hong Kong and Beijing Together" and "Hainan Province Aerospace Technology, Environmental, and Cultural Conservation Exploration Tour," allowing students to gain a deeper understanding of various national achievements. In the 2024/25 academic year, two exchanges with sister schools took place: one was the "Shantou Historical and Cultural Exploration and Sister School Exchange Group," and the other involved students and teachers from the Shantou sister school visiting our school. During these exchanges, students from both schools formed friendships, with the participation rate in related activities (such as online exchanges) exceeding the territory's average by 75%. Qualitative feedback from students also indicated a significant deepening of their national identity and affection for their homeland.
- In the 2024/25 academic year, activities have been held at the newly established "Ming De Study Room," which featured a strong atmosphere of Chinese culture, alongside the installation of national education boards on various floors. This has immersed students in Chinese culture, complemented by a curriculum that promotes the values of Chinese culture across all learning domains. We will further plan and execute cross-disciplinary collaborative activities, such as a holistic learning week, Chinese Culture Day, and various interdisciplinary activities during assemblies to broaden students' learning perspectives, develop their diverse abilities, and provide a balanced and expansive curriculum that facilitates holistic development, while also cultivating their knowledge, common competencies, and positive values.
- Starting from the 2024/25 academic year, students will take on planning and leadership roles as part of the preparations. Although these frameworks are still evolving, there is an increase in the percentage of students involved in the flag-raising team compared to previous years. In the next academic year, we may establish roles such as Chinese Culture Ambassadors or National Security Ambassadors, enabling students to develop and apply their common competencies during the planning and preparation phases. This will help them become independent and self-directed learners. Subsequently, when promoting and disseminating information about Chinese culture or national security, they will become informed and responsible citizens, utilizing peer relationships to encourage more students to appreciate Chinese culture.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.1 Understand and appreciate Chinese culture	1. <u>National Education Theme</u> This year, the national education theme will continue to be "China's Diplomatic Engagement with Distinct Characteristics." Various subject groups will revolve around this theme to enhance students' understanding and knowledge of the country. Activities such as "Chinese Scholars at Po Tong" and exhibitions related to national education will be anchored in this theme.	<ul style="list-style-type: none"> <li>Most students agree that the activities enhance their appreciation of Chinese culture.</li> <li>Most students believe that the activities improve their understanding of the country and deepen their knowledge of various achievements in modern China.</li> <li>Most students acknowledge that the activities help reinforce their sense of national identity and concept of citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting minutes</li> <li>Teacher observations</li> <li>Activity questionnaire</li> <li>Student feedback</li> </ul>	Full school year	<ul style="list-style-type: none"> <li>MCNEC</li> <li>Chinese History Department</li> <li>Citizenship and Social Development Department</li> </ul>	--
	2. <u>Promoting Chinese Culture through Diverse Activities</u> Continue to promote Chinese culture to students through a variety of forms, such as introducing more activities from external organizations, organizing various lunchtime events, clubs, and assemblies, and even conducting cross-disciplinary collaborations. By employing a "multiple pathways, interrelated" approach, we enrich students' learning experiences, allowing them to deepen their appreciation for Chinese culture, modern innovations in China, and national achievements from various perspectives, thereby cultivating a correct sense of national identity.				<ul style="list-style-type: none"> <li>MCNEC</li> <li>SACC</li> <li>Library</li> <li>All Subject Departments Concerned</li> </ul>	--
	3. <u>Creating a Campus Atmosphere</u> To continuously attract students' attention to Chinese culture, the school plans to enhance campus decor that aligns with the seven learning objectives, fostering a comprehensive atmosphere that nurtures qualities associated with Chinese cultural ideals.				<ul style="list-style-type: none"> <li>MCNEC</li> <li>EAC</li> </ul>	--
	4. <u>Parent Education</u> Through parent education initiatives, including parent versions of "Chinese Scholars at Po Tong" and organizing at least one activity related to national education, we aim to engage parents in aligning with school policies to jointly promote national education.	<ul style="list-style-type: none"> <li>Most participating parents agree that the activities help reinforce students' sense of national identity and awareness</li> <li>Parent participation rate</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observations</li> <li>Activity questionnaire</li> <li>Parent participation</li> </ul>	Full school year	<ul style="list-style-type: none"> <li>MCNEC</li> <li>Parent Teacher Association</li> </ul>	--

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.2 Deepen national education and national security education	1. <u>Diverse In-School Learning Activities</u> Continue to organize a variety of activities, such as "Moral Channel," "Masters Speak," and "Chinese Scholars at Po Tong," following the Education Bureau's national education activity calendar and flag-raising ceremony arrangements.	<ul style="list-style-type: none"> <li>Most students acknowledge that the activities help reinforce their sense of national identity and concept of citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>All subject meetings</li> <li>Teacher observations</li> <li>Student performance APASO</li> </ul>	Full school year	<ul style="list-style-type: none"> <li>MCNEC</li> <li>SACC</li> </ul>	--
	2. <u>Popularization of the Flag-raising Team</u> Continue to implement a mentoring system to deepen the training of the flag-raising team and build a legacy. Additionally, we will involve younger students in flag-raising training to promote their experiences and participation.	<ul style="list-style-type: none"> <li>All participating students demonstrated focus and engagement.</li> <li>Most students understand the significance of raising the national flag and singing the national anthem, enhancing their sense of national identity and citizenship.</li> </ul>				All Grants Concerned
	3. <u>Deepening Students' Patriotism</u> Through flag-raising ceremonies and singing the national anthem, along with activities from the curriculum and the Moral Education, Civic Education, and National Education groups, we aim to deepen students' patriotism, which will be expressed during the flag-raising ceremonies and anthem performances.	<ul style="list-style-type: none"> <li>Subjects concerned must complete the formulation of a national security education framework.</li> <li>Subjects concerned should clearly list the topics related to national security education in the scheme of work.</li> <li>Students recognize that classroom learning enhances their national identity and raises awareness of safeguarding national security.</li> </ul>				--
	4. <u>Integrating National Education and National Security Education Elements Across Levels and Subjects</u> Each subject group will continue to implement national education and national security education principles based on "natural connection and organic integration." This allows students to systematically learn about Chinese culture, national development, and the eight domains of national security education, thereby enhancing their awareness of national security.		<ul style="list-style-type: none"> <li>All subject meetings</li> <li>Teacher observations</li> <li>Student schoolwork and homework performance</li> </ul>		<ul style="list-style-type: none"> <li>All Subject Teachers</li> </ul>	--

	5. <u>Establishing National and National Security Ambassadors</u> Students will be selected to serve as ambassadors, participating in relevant courses that promote the initiatives from school to external competitions. We will especially arrange for student ambassadors to participate in external competitions focused on national education or national security education knowledge, providing elite training to deepen national education.	<ul style="list-style-type: none"> <li>• Most students actively participate in activities.</li> <li>• Most students agree that the activities help reinforce their national concepts and national identity.</li> <li>• Most students believe that competitions can enhance their knowledge of national security education.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• Teacher observations</li> <li>• Student performance</li> <li>• Student participation rate</li> </ul>	Full school year	<ul style="list-style-type: none"> <li>• MCNEC</li> <li>• All Subject Departments concerned</li> </ul>	--
	6. <u>Continuing to Broaden Students' External Experiences</u> Through joint research trips organized by subject groups, exchanges with sister schools, and participation in various external activities related to national and national security education, we aim to enhance students' understanding and sense of belonging to the country.					--
	7. <u>Chinese Scholars at Po Tong</u> This year, the program will be conducted in diverse formats, such as videos, interactive sessions, reading articles, and sharing discussions, to deepen students' knowledge of national and national security education.					--

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.3 Enhance Global Citizenship Awareness	1. <u>Exchange and Exploration Activities</u> The extracurricular activities team, in collaboration with relevant subject groups, organizes domestic and international exchange activities to broaden students' perspectives. Students will participate in international competitions to strengthen their sense of national and global identity.	<ul style="list-style-type: none"> <li>Most students agree that the activities help enhance global citizenship awareness.</li> <li>Most students believe that the activities strengthen their awareness of being responsible citizens.</li> <li>Most students actively participate in the activities.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting minutes</li> <li>Teacher observations</li> <li>Student performance</li> <li>Activity questionnaire</li> </ul>	Full school year	<ul style="list-style-type: none"> <li>MCNEC</li> <li>SACC</li> <li>ECA</li> </ul>	All Grants Concerned
	2. <u>Alignment with National Education Themes</u> Building on the theme of "China's Diplomatic Engagement with Distinct Characteristics," we plan activities focusing on the "Community of Shared Future for Mankind" and "Belt and Road Initiative," such as related thematic lectures and exhibitions. These efforts aim to deepen students' understanding of China's unique diplomatic approach and expand their global perspective.				<ul style="list-style-type: none"> <li>MCNEC</li> </ul>	--
	3. <u>Collaboration with External Organizations</u> Introduce external resources, such as those from organizations like Oxfam and the Red Cross, to host a variety of activities with international themes, including fundraising initiatives, to enhance students' awareness of their responsibilities as citizens.				<ul style="list-style-type: none"> <li>MCNEC</li> <li>SACC</li> <li>All Subject Departments concerned</li> </ul>	--
	4. <u>Expanding Student Volunteer Service</u> In addition to collaborating with local social welfare organizations, we will arrange for students to extend their volunteer service from school to the community, fostering their connection to society and a sense of gratitude. Students will also participate in external work experience programs to strengthen their development as informed and responsible citizens.					--

### 3. Major Concern: To foster students' development of healthy lifestyle

#### Briefly list the feedback and follow-up actions from the previous school year:

- According to the APASO questionnaire results, data on "Emotions (Positive Emotions)," "Information Technology (Less Distraction)," "Information Technology (No Addiction)," "Information Technology (Not Attracted by Functionality)," and "Meaning of Life" regarding mental health have shown a comprehensive increase compared to the 2023/24 academic year. This reflected that the overall activity plans and implementations of the school effectively cultivated students' positive lifestyles, enabling them to use information and technology flexibly, effectively, and ethically, while maintaining correct values and attitudes. This progress will continue into the next year.
- Based on data regarding overall student fitness performance and acceptable weight ranges, the average has improved compared to the 2023/24 academic year. This indicated that cultivating good lifestyle habits among students has been effective, contributing to a healthy lifestyle. Although the P-value for "Physical Training" has significantly increased, it remains at a lower level, prompting the need to further strengthen students' physical training and foster long-term exercise habits.
- Actively collaborating with external organizations to introduce programs, such as the Education Bureau's "Student Guardians Ambassador" program, the "Healthy Campus Program" by the Education Bureau and the Anti-Drug Fund, the "Campus Good Mental Health Charter" (4Rs), the Jockey Club "Flying High" program, and the "sportsACT" organized by the Leisure and Cultural Services Department. According to stakeholder questionnaires, the averages for teachers regarding "the school provides diverse learning experiences for students strategically inside and outside the classroom" and for parents regarding "the school helps my child develop interest and life skills" have both increased from last year. This reflected an effective integrated development and application of students' common competencies while enabling them to understand their interests, aptitudes, and abilities, aiding in the development and reflection of personal goals.
- Linking formal and informal classroom activities, with physical education teachers introducing emerging sports, extracurricular activities establishing related clubs such as the Soft Hockey Club, Floor Curling Club, and Frisbee Club — 100% of participating students agreed that these clubs positively impact the activities. The music department collaborated with the school coordination team to connect in-class and extracurricular experiences, hosting activities like crystal drum and singing bowl experiences. Observations by teachers indicated that students actively engaged in these activities, helping them understand their interests, aptitudes, and abilities, and develop and reflect on personal goals according to their aspirations.
- The total number of awards received in external competitions has increased from 144 last year to 443, covering a range of areas, such as winning the championship in the Hong Kong Secondary Schools STEAM x BIM Creative Model Design Competition 2024, a gold award in the Hong Kong Creative Writing Competition 2024 (3rd edition), and a gold award in the 16<sup>th</sup> Hong Kong International Handbell Olympics. Additionally, achievements in international competitions include continuous gold awards in the International Genetic Engineering Machine Competition for two years and being ranked in the global top 10 for high schools, along with winning the award for Best Hardware Design and a nomination for Best WIKI Design this year. This reflected that students could build a broad and solid knowledge base through training during external competitions, developing and applying their common competencies, becoming independent and self-directed learners.
- APASO questionnaire results, stakeholder feedback, and student performance assessments reflected that in the 2024/25 academic year, students have established a healthy lifestyle and actively participated in physical and artistic activities. In the coming year, we aim to regularly hold relevant activities, hoping to solidify students' healthy lifestyle concepts, leading them to understand their interests, aptitudes, and abilities, and to develop and reflect on personal goals in line with their aspirations for future studies and employment.
- In the overall planning for the coming year, to make activity arrangements more focused, we can effectively utilize external organizational resources to promote cross-group collaboration and enhance activity effectiveness. In planning activities, it is important to consider the distribution of core values and attitudes to cultivate students' correct values and attitudes, helping them identify relevant values at different stages of growth and become informed and responsible citizens.

### 3. Major Concern: To foster students' development of healthy lifestyle

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.1 Cultivate good life habits among students	1. <u>Strengthening Class Management through Diverse Inter-Class Activities</u> Continue to organize various types of inter-class activities and competitions, enhancing class teacher lessons by integrating different themes, such as preparations for class singing competitions and events on the eve of sports days. Through these diverse inter-class activities, we aim to strengthen communication and interaction between teachers and students, fostering healthy interpersonal relationships.	<ul style="list-style-type: none"> <li>Most students actively participate in activities.</li> <li>The frequency of students engaging in exercise has increased.</li> <li>Students' fitness performance data has improved compared to before.</li> </ul>	<ul style="list-style-type: none"> <li>KPM data</li> <li>APASO</li> <li>Teacher observations</li> </ul>	Full school year	<ul style="list-style-type: none"> <li>ECAC</li> <li>Physical Education Department</li> </ul>	--
	2. <u>Promoting the "Sports Incentive Program"</u> All students will continue to participate in the "sportACT" organized by the Leisure and Cultural Services Department. Students will choose physical training and activities that suit their personal interests, allowing them to set individual exercise plans and goals, and track their exercise records and achieved targets. This promotion of a self-directed approach to exercise not only strengthens students' physical fitness but also helps to establish their exercise habits.	<ul style="list-style-type: none"> <li>The percentage of students within an acceptable weight range is more ideal than in the past.</li> <li>Most students agree that the activities help them establish exercise habits.</li> </ul>				Sports Reward Programme organized by the Leisure and Cultural Services Department
	3. <u>Health Education Week</u> Design a Health Education Week featuring a series of competitions and activities to deepen students' understanding of health information and build positive values. This will include organizing various competitions, such as healthy meal contests and inter-class athletic competitions, along with collaboration with external organizations to host lectures and activities that promote health information, traditional Chinese medicine, and mental health.	<ul style="list-style-type: none"> <li>Most students actively participate in activities.</li> <li>Most students agree that the activities help them understand health education.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observations</li> <li>Meeting minutes</li> <li>Activity questionnaire</li> <li>Student performance</li> </ul>	Once in each school term	<ul style="list-style-type: none"> <li>SACC</li> <li>GCC</li> <li>SAC</li> <li>ECAC</li> <li>All Subject Departments concerned</li> </ul>	--
	4. <u>In-School Physical and Artistic Recognition Program</u> Recognize students for their outstanding performances in physical and artistic activities within the school. This includes setting up a display board for exceptional fitness achievements on school floors to encourage students to engage in regular exercise to improve their fitness levels. We will also regularly update showcases of students' excellent artistic works to promote participation in physical and artistic activities and to foster an appreciation for sports and the arts.			Full school year	<ul style="list-style-type: none"> <li>SACC</li> <li>Visual Arts Department</li> <li>Physical Education Department</li> </ul>	--

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.2 Develop students' diverse interests	1. <u>Linking Formal and Informal Classes to Promote Diverse Activities</u> Continue to connect formal and informal class projects to promote diverse activities that broaden students' perspectives. By integrating classroom experiences, we aim to discover and nurture students' diverse potentials.	<ul style="list-style-type: none"> <li>Most students actively participate in activities.</li> <li>Most students agree that the school activities are diverse.</li> <li>Most students believe that the activities help broaden their horizons.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observations</li> <li>Meeting minutes</li> <li>Activity questionnaire</li> <li>Student performance</li> <li>APASO</li> </ul>	Full school year	<ul style="list-style-type: none"> <li>ECAC</li> <li>All Subject Departments concerned</li> </ul>	LWL and Other Allowance
	2. <u>Other Learning Experience Week</u> Continue to strengthen collaboration among subject groups to enrich students' learning experiences and motivate them to explore and develop their potential. Each academic year, we will hold an Other Learning Experience Week once in each term, featuring cross-disciplinary activities with different themes to expand students' horizons and enhance their learning experiences.			Once in each school term		
	3. <u>Encouraging Student Participation in Competitions</u> Continue to train and encourage students to participate in various external competitions. Through training during these competitions, students can deepen their relevant knowledge while boosting their self-confidence and broadening their perspectives.	<ul style="list-style-type: none"> <li>Most students actively participate in activities and competitions.</li> <li>Most students agree that the school activities are diverse.</li> <li>Most students believe that the activities help broaden their horizons.</li> <li>The overall number of students participating in external competitions is higher than before.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observations</li> <li>Meeting minutes</li> <li>Activity questionnaire</li> <li>Student performance</li> </ul>	Full school year	<ul style="list-style-type: none"> <li>SACC</li> <li>Teachers concerned</li> </ul>	--



Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.3 Promote positive and mental health education	1. <u>Collaboration with External Organizations</u> Our school participates in initiatives such as the Education Bureau's "Campus Good Mental Health" (4Rs Mental Health Charter) and the "Healthy Campus Program" by the Education Bureau and the Anti-Drug Fund. Through these collaborations, we will organize various types of activities to promote mental health on campus in a more comprehensive and systematic manner.	<ul style="list-style-type: none"> <li>KPM data indicates that students are better able to maintain positive emotions and mental states.</li> <li>APASO questionnaire results show that students' mental health is positive.</li> <li>Most students actively participate in activities.</li> <li>Most students agree that the activities help them understand mental health education.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observations</li> <li>Student performance</li> <li>KPM data</li> <li>APASO</li> </ul>	Full school year	<ul style="list-style-type: none"> <li>SACC</li> <li>GCC</li> <li>DCC</li> <li>ECAC</li> </ul>	--
	2. <u>Strengthening Different Student Roles</u> Continue to enhance various student organizations, such as student leaders, IT leaders, the peer support programs, and mental health ambassadors. We aim to recognize and celebrate outstanding student performances to help build their confidence and increase their sense of accomplishment, thereby fostering a harmonious atmosphere within the school.				<ul style="list-style-type: none"> <li>SACC</li> <li>GCC</li> <li>SAC</li> <li>ECAC</li> <li>All Subject Departments concerned</li> </ul>	--
	3. <u>Health Education Week</u> Continue to hold Health Education Week, featuring a series of activities and promotional exhibitions to instill mental health education in students, deepening their understanding of health information and building positive values. This will include collaboration with external organizations to host lectures and activities that promote positive thinking and mental education.				<ul style="list-style-type: none"> <li>SACC</li> <li>MCNEC</li> <li>All Subject Departments and Committees</li> </ul>	--
	4. <u>Strengthening Links with Values Education</u> In the coming year, to make activity arrangements more focused, all subject groups will implement values education comprehensively. During planning, subject groups will identify twelve core values and attitudes to distribute among their activities. The moral education, civic education, and national education teams will coordinate these efforts alongside the school coordination team to help students recognize the associated values at different developmental stages, becoming informed and responsible citizens.				<ul style="list-style-type: none"> <li>SACC</li> <li>MCNEC</li> <li>All Subject Departments and Committees</li> </ul>	--
	5. <u>Parent Education</u> Collaborate with external organizations to hold parent education lectures/workshops, even in video format, to equip parents with an understanding of positive discipline concepts and techniques. This partnership aims to jointly establish a positive life attitude for students.				<ul style="list-style-type: none"> <li>Parent Teacher Association</li> </ul>	Parent Education Grant