



Po Leung Kuk Celine Ho Yam Tong College

School Annual Plan

2024 - 2025

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, Sincerity". 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.

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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”

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, 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"> • Most teachers can use teaching strategies that showcase students’ learning outcomes in class, making students more confident in their learning. • Most students agree that guest or alumni sharing sessions help them develop good study habits and exam techniques. • Most students participating in gifted programs agree that the courses broaden their horizons and build learning confidence. • Most students agree that the school provides opportunities to participate in external competitions. • Most students agree that debate teams and public speaking help them demonstrate confidence. 	<ul style="list-style-type: none"> • Meeting minutes • Lesson observation report • Peer lesson observation report • Teacher observations • Subject questionnaire • Student feedback 	Full school year	<ul style="list-style-type: none"> • ACC • AC • Subject Department Heads 	--
	2. <u>Enhancing Learning Skills for Students</u> We will invite guest speakers or alumni during assembly sessions to teach senior students study skills and examination strategies. In the 2024/25 academic year, this initiative will be implemented for students from Form 3 to Form 6, and will be expanded to students in all forms in the 2025/26 academic year.			Full school year		--
	3. <u>Optimizing Gifted Education</u> In the past, we successfully nurtured many talented gifted students by recommending them to participate in various gifted programmes organised by universities. This year, we will allocate more resources to systematically manage our talent pool, strengthen the matching process between students and subjects, and increase opportunities for gifted students to participate for free in advanced courses offered by professional organizations. Additionally, we will invite some gifted students to share their experiences in public forums to their counterparts.			Full school year		Diversity Learning Grant

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	4. <u>Establishing indicators to promote high-quality activities and participation in external competitions across all subject departments.</u> Each subject department creates more opportunities for practical application, helping students transform their acquired knowledge and skills into abilities to solve real-world problems. Through activities such as academic weeks, other learning experience weeks, internal and external academic exchanges, cross-subject activities, field trips, training, and competitions, and through a rich variety of extracurricular extension activities, further cultivate students' problem-solving abilities, innovative capabilities, and collaborative spirit. These experiences lay a solid foundation for their future development.	<ul style="list-style-type: none"> • Most teachers are able to use teaching strategies that showcase students' learning outcomes in the classroom. • Most students agree that guest or alumni sharing sessions help them develop good study habits and exam techniques. • Most students agree that the school provides opportunities to participate in external competitions. • Most students agree that debate teams and public speaking help them demonstrate confidence. 	<ul style="list-style-type: none"> • Meeting minutes • Lesson observation report • Peer lesson observation report • Teacher observations • Subject questionnaire • Student feedback 	Full school year	<ul style="list-style-type: none"> • ACC • AC • Subject Department Heads 	--
	5. <u>Strengthening debate teams and student public speaking opportunities</u> English and Chinese Language Departments arrange for more students to give public speeches to other classes within the school, and also schedule speeches during assemblies for different levels or the entire school, showcasing students' outstanding speaking talents. Additionally, by hiring specialized instructors to teach students debating and public speaking skills, and participating in various external competitions, students are provided chances to enrich their learning experiences.			Full school year	<ul style="list-style-type: none"> • ACC • AC • English Language Department • Chinese Language Department 	Life-wide 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"> Students generally agree that the Elite Reward Scheme helps enhance their sense of academic achievement. Students generally agree that small-scale award ceremonies increase their sense of self-identity. Students generally agree that recognizing their external activity accomplishments on report cards can boost their self-confidence. Students generally agree that participating in the feast for distinguished students enhances their sense of honour and pride. Students generally agree that rewards for outstanding students help build their positive attitude towards life. Teachers generally agree that the “Teachers’ Appreciation” reward scheme and encouragement cards help enhance students’ sense of achievement. 	<ul style="list-style-type: none"> Meeting minutes Teacher observations Subject questionnaire Student feedback 	Full school year	<ul style="list-style-type: none"> ACC AC SAC 	--
	2. <u>Parent Newsletters Highlighting Student Achievements</u> Regularly distribute parent newsletters to commend students’ extraordinary achievements.			Full school year	--	
	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"> ACC AC ITC 	--
	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"> ACC SACC AC 	--
	5. <u>“Teachers’ Appreciation” Reward Scheme and Encouragement Cards</u> Through the “Teachers’ Appreciation” reward scheme in the 1 st and 2 nd 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"> ACC AC SDC Visual Arts Department 	--

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.3 Quality Career Education - Assist students to courageously 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"> The majority of students agree that the school's career activities help them set life goals early. Most students believe that alumni sharing helps them grasp information about further studies and plan their life direction. The majority of students agree that participating in different industry experiences assists them in planning their life direction. 	<ul style="list-style-type: none"> Meeting minutes Teacher observations Activity questionnaire Student feedback 	Full school year	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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:

- In the previous development cycle, one focus was on cultivating students' national identity and resilience.
- According to teachers' observations, students show respect for the national flag and anthem during flag-raising ceremonies and demonstrate proper etiquette, reflecting a strong sense of national identity.
- In the 2023/24 stakeholder survey, teachers rated the school curriculum and assessments at 4.1 (with 5 being the highest). The average score for the curriculum's alignment with national and global citizenship education objectives was 4.4. Additionally, the APASO survey results regarding "national identity" from the 2022/23 and 2023/24 academic years were above the median, indicating that the school's strategy of "multiple pathways and mutual collaboration" has been effective. Classroom observations show that students generally express recognition of the country's culture and recent developments, demonstrating the effectiveness of the school's programmes in fostering a sense of national consciousness.
- In the 2022/23 and 2023/24 academic years, students' APASO survey results in "global perspective" were also above the median, reflecting a global outlook. According to teachers' observations, there is still room for improvement in students' global citizenship to ensure they maintain the correct values and attitudes, cherish Chinese culture, and respect diversity in society.
- Students actively participated in external national education and national security competitions, performing well. For instance, in the "Caring for the Country" inter-school Chinese marching competition, the secondary school group won the highest-level gold award, and they achieved third place in the 8th Confucius Cup Speech Competition, first prize in the 2024 Gold Bauhinia Youth Calligraphy Competition, first place in the Immigration Department's Youth Leaders Flag-raising Competition 2024, and fourth place in the "Gold Bauhinia Square May Fourth Flag-raising Ceremony 2024" flag-bearer selection competition. Observations from the teachers-in-charge indicate that both teachers and students agree that diverse activities and competitions help enhance students' national and civic identity and broaden their knowledge base.
- To help students develop a global perspective and strengthen their national identity, the school organized a "Shenzhen Cultural Conservation and Innovative Technology Investigation" for Form 5 students in addition to various exchange programs such as the "Hong Kong-Shanghai Youth Cultural Exchange" organized by Po Leung Kuk, allowing students to better understand the country's history and development. In the 2023/24 academic year, three exchanges with sister schools were conducted, including a "Gansu and Shaanxi Historical and Cultural Investigation and Sister School Exchange" and "Shantou Cultural and Historical Exchange". Additionally, students from the Shantou sister school visited our school for student exchanges, where our students built friendships with those from the sister school and maintained online and offline communication with mainland teachers and students, effectively deepening their sense of national identity and love for their country.
- Value education was centred on Chinese culture and spanned various interdisciplinary areas, nurturing students to become socially responsible youth with a sense of Hong Kong identity, national consciousness, and global perspective. The theme for national education in the 2023/24 academic year was "National Achievements and Development", allowing the school to focus more on promoting students' understanding and awareness of the country.
- The school promoted value education that permeated various learning areas/curricula and comprehensive learning. In addition to incorporating values into the curriculum, elements of national security education were included to cultivate students' national identity. We planned and implemented cross-disciplinary collaborative activities, organized Other Learning Experience weeks, Chinese culture days, and diverse cross-disciplinary group activities to broaden students' learning horizons, encouraging them to care about society, the nation, and the world while developing diverse abilities. These varied comprehensive learning experiences provided students with balanced and broad curriculum opportunities and holistic development, fostering their knowledge, common skills, positive values, and attitudes.
- Based on APASO, teachers' observations, and student performances, our school has achieved good results in promoting national identity. Students understand that the country excels in various aspects and learn to appreciate China's achievements. Building on this strong foundation, we aim to further develop emotional and behavioural aspects, enabling students not only to recognize the country's development but also to feel proud and identify with its culture and progress. Rooted in Chinese culture, with traditional virtues as the primary values, we broaden our perspective to the world, strengthening students' understanding of national history, culture, geography, and national security, as well as recent developments in the country, thereby raising awareness of the importance of maintaining national security.

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's national education theme is "Astronomy, Meteorology, and Aerospace Technology". All subject departments and functional committees will focus on this theme to enhance students' understanding and recognition of the country, such as "Chinese Scholars in Po Tong" and national education exhibition display boards.	<ul style="list-style-type: none"> • Most students agree that the activities enhance their appreciation of Chinese culture. • Most students believe that the activities improve their understanding of the country and deepen their knowledge of various achievements in modern China. • Most students acknowledge that the activities help reinforce their sense of national identity and concept of citizenship. 	<ul style="list-style-type: none"> • Meeting minutes • Teacher observations • Activity questionnaire • Student feedback 	Full school year	<ul style="list-style-type: none"> • MCNEC • Chinese History and Citizenship and Social Development Departments 	--
	2. <u>Creating a Strong Atmosphere of Chinese Culture</u> A Chinese Culture Room called "Ming Tak Study Room" has been established, along with various promotional activities such as lunchtime events and study groups. Additionally, national education exhibition display boards have been set up on each floor, focusing on themes like the Chinese calendar and traditional festivals. This aims to create an environment that strengthens the campus atmosphere, allowing students to deeply understand and appreciate Chinese culture through constant exposure.			Full school year	<ul style="list-style-type: none"> • MCNEC • ECAC • All Subject Departments Concerned 	--
	3. <u>Promoting Chinese Culture through Diverse Activities</u> A variety of methods are being used to promote Chinese culture among students, such as introducing more activities from external organizations, organizing different lunchtime events (like tea art and calligraphy), study groups, and weekly meetings (such as face changing opera). There will also be cross-subject collaborations to enrich students' learning experiences. For example, the Moral Education, Civic and National Education committee will co-organize a "Chinese Ancient Proverb Writing Competition" and a "Classical Literature		Full school year	<ul style="list-style-type: none"> • Teacher observations • Activity questionnaire • Student performance • Meeting minutes • Parent participation 	<ul style="list-style-type: none"> • MCNEC • SACC • ECAC • School Library • All Subject Departments Concerned 	--

	<p>Reading Programme” with the Chinese Language Department. Additionally, the library will make effective use of the Chinese Culture Room for reading promotions and Chinese Culture Day. This aims to deepen students’ appreciation of Chinese culture and the development and achievements of modern China from various perspectives, fostering a correct sense of national identity.</p>					
	<p>4. <u>Mainland Exchange Activities</u> In addition to the exchange activities for Form 4 and Form 5 students jointly organised by Citizenship and Social Development Department, and the Moral Education, Civic, and National Education Committee, the school will also arrange exchange activities with sister schools in Gansu and Shantou to strengthen interactions between our students and those from the mainland. This will deepen students’ understanding of Chinese culture, helping them feel a sense of shared heritage and national identity. The goal is to cultivate respect for diverse cultures and viewpoints among students.</p>			<p>Full school year</p>	<ul style="list-style-type: none"> • MCNEC • All Subject Departments Concerned 	<p>All Grants Concerned</p>
	<p>5. <u>Chinese Scholars in Po Tong – Student and Parent Editions</u> To encourage students to appreciate the diversity of Chinese culture, the event is conducted in a competition format, featuring regular quiz contests focused on themes such as the country’s history, landscapes, daily life, and technological development. Additionally, to promote parent-child national education activities, parents are encouraged to watch short videos with their children and discuss the content together while answering questions. This initiative aims to deepen both parents’ and children’s understanding of Chinese culture and strengthen their sense of national identity.</p>	<ul style="list-style-type: none"> • Most students acknowledge that the activities help reinforce their sense of national identity and concept of citizenship. 	<ul style="list-style-type: none"> • Teacher observations • Student performance • Meeting minutes • Parent participation 	<p>Full school year</p>	<ul style="list-style-type: none"> • MCNEC • Parent Teacher Association 	<p>--</p>

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> Organize a variety of activities such as “Moral Channel”, “Master Talks”, and “Chinese Scholars in Po Tong”, in accordance with the EDB national education activity calendar, along with arrangements for flag-raising ceremonies.	<ul style="list-style-type: none"> Most students acknowledge that the activities help reinforce their sense of national identity and concept of citizenship. 	<ul style="list-style-type: none"> All subject meetings Teacher observations Student performance APASO 	Full school year	<ul style="list-style-type: none"> MCNEC 	All Grants Concerned
	2. <u>Enhancing Flag-Raising Team Training</u> Strengthen the existing student flag-raising team by hiring external instructors for enhanced training and implementing a mentorship system to deepen the training and establish a tradition of succession.	<ul style="list-style-type: none"> All participating students demonstrated focus and engagement. Most students understand the significance of raising the national flag and singing the national anthem, enhancing their sense of national identity and citizenship. 		Full school year		
	3. <u>Deepening Students’ Patriotic Sentiment</u> In addition to flag-raising ceremonies and singing the national anthem, integrate activities from the curriculum, Moral Education, Civic, and National Education committee to deepen students’ patriotic feelings, which will be expressed during flag-raising ceremonies and when singing the national anthem.			Full school year		
	4. <u>Integrating National Education and National Security Education into Various Levels and Subjects</u> Each subject department will implement national education and national security education based on the principle of “natural connections and organic integration”, allowing students to systematically learn about Chinese culture, national development, and the eight areas of national security education, thus strengthening their understanding of national security.	<ul style="list-style-type: none"> Subjects concerned must complete the formulation of a national security education framework. Subjects concerned should clearly list the topics related to national security education in the scheme of work. Students recognize that classroom learning enhances their national identity and raises awareness of safeguarding national security. 	<ul style="list-style-type: none"> All subject meetings Teacher observations Student schoolwork and homework performance 	Full school year	<ul style="list-style-type: none"> ACC All Subject Departments 	All subject meeting minutes

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.2 Deepen national education and national security education	5. <u>Extracurricular Activities</u> Strengthen external connections by organizing or participating in exchange activities with the mainland (e.g. sister school exchanges, visits to the People’s Liberation Army camps, film appreciation, visits to disciplined services, etc.) to enhance students’ understanding of the country and their sense of belonging.	<ul style="list-style-type: none"> • Most students actively participate in activities. • Most students agree that the activities help reinforce their national concepts and national identity. • Most students believe that competitions can enhance their knowledge of national security education. 	<ul style="list-style-type: none"> • Meeting minutes • Teacher observations • Student performance 	Full school year	<ul style="list-style-type: none"> • MCNEC • All Subject Departments and committees 	--
	6. <u>Participating in Various External Competitions</u> Promote student participation in more external competitions through collaboration between subject departments. For instance, Chinese History and Citizenship and Social Development Departments will work together to arrange for students to participate in more competitions related to national education or national security knowledge, thereby deepening national education.			Full school year	<ul style="list-style-type: none"> • All Subject Departments concerned 	--

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>Enhance Class Management through Diverse Inter-Class Activities</u> Organize various types of inter-class activities, competitions, and strengthen the content of class teacher lessons, combining different themes such as the day before school picnic, preparations for an inter-class singing competition, and the day before the athletics meet. Through diverse inter-class activities, enhance communication and interaction between the class teacher and students to build healthy interpersonal relationships.	<ul style="list-style-type: none"> • Most students actively participate in activities. • The frequency of students engaging in sports has increased. • Students’ fitness data performance is better than before. • The percentage of students within an acceptable 	<ul style="list-style-type: none"> • KPM data • APASO • Teacher observations 	Full school year	<ul style="list-style-type: none"> • ECAC • Physical Education Department 	--
	2. <u>Promote the “Sports Reward Programme”</u> All students participate in the “Sports Reward Programme” organized by the Leisure and Cultural Services Department. Students choose physical training and activities that suit their personal interests to set individual exercise plans and goals. They also record their exercise logs and the number of times they meet their targets. By promoting a self-directed model of exercise, this initiative not only strengthens students’ physical fitness but also helps establish their exercise habits.			Full school year		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. In addition to organizing various types of competitions, such as healthy meal contests and inter-class sports competitions, collaborate with external organizations to hold lectures and activities that promote health information, traditional Chinese medicine, mental health seminars, and more.			<ul style="list-style-type: none"> • Most students actively participate in activities. • Most students agree that the activities help them understand health education. 		<ul style="list-style-type: none"> • Teacher observations • Meeting minutes • Activity questionnaire • Student performance

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.2 Develop students' diverse interests	1. <u>Connect Formal and Informal Classes to Promote Diverse Activities</u> Integrate formal and informal class projects to promote diverse activities that broaden students' horizons. For example, invite instructors for the physical education curriculum to introduce new sports and collaborate with the ECAC to organize related clubs; in music classes, introduce new instruments and hold lunchtime promotional activities in collaboration with SACC. Aligning the contents between classrooms and extracurricular activities aims to discover students' diverse potentials.	<ul style="list-style-type: none"> • Most students actively participate in activities. • Most students agree that the school activities are diverse. • Most students believe that the activities help broaden their horizons. 	<ul style="list-style-type: none"> • Teacher observations • Meeting minutes • Activity questionnaire • Student performance • APASO 	Full school year	<ul style="list-style-type: none"> • ECAC • All Departments concerned 	LWL and Other Allowance
	2. <u>Other Learning Experience (OLE) Week</u> Strengthen collaboration among subject departments and committees to enrich students' learning experiences and inspire them to explore and realize their potential. Each school year, hold an OLE Week once in both school terms, featuring cross-subject activities on various themes. This will include arrangements for students to step outside the campus or collaborate with external organizations to enrich their learning experiences.			Once in each school term		
	3. <u>Diverse Clubs</u> To cultivate students' multifaceted potential, the clubs will be conducted in a half-year format, with external instructors hired to enhance the professionalism of the clubs. The types will cover various areas and be student-centred, such as training for a Spanish Language Club, Aromatherapy Candle Club, Floor Curling Club, Drone Club, and more.			<ul style="list-style-type: none"> • Most students actively participate in activities and competitions. • Most students agree that the school activities are diverse. • Most students believe that the activities help broaden their horizons. • The overall number of students participating in external competitions is higher than before. 		

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.2 Develop students' diverse interests	4. <u>Encourage Students to Actively Participate in Competitions</u> Train and encourage students to participate in various external competitions. Through the training during these competitions, students can deepen their relevant knowledge while also boosting their self-confidence and broadening their horizons.	<ul style="list-style-type: none"> • Most students actively participate in activities and competitions. • Most students agree that the school activities are diverse. • Most students believe that the activities help broaden their horizons. • The overall number of students participating in external competitions is higher than before. 	<ul style="list-style-type: none"> • Teacher observations • Meeting minutes • Activity questionnaire • Student performance 	Full school year	<ul style="list-style-type: none"> • SAC • Teachers concerned 	--
3.3 Promote positive and mental health education	1. <u>Healthy Campus Programme</u> Participate in the EDB and the Anti-Drug Fund's "Healthy Campus Programme". In addition to promoting students' physical and mental health through diverse personal growth activities, the programme also aims to establish healthy lifestyles.	<ul style="list-style-type: none"> • Most participating students agree that the activities help them understand health information and foster positive thinking. 	<ul style="list-style-type: none"> • Teacher observations • Student performance 	Full school year	<ul style="list-style-type: none"> • SACC • Teachers concerned 	--
	2. <u>Strengthening Different Roles for Students Within the School</u> Various student organizations, such as student prefects, IT prefects, the "Newcomer Buddy," and the "Sunny Day Buddy" programmes, lead senior students to care for junior students. These programmes also coordinate with external organizations to organize leadership training activities, training students to self-organize meetings for review. By recognizing outstanding student performances through school awards, this initiative helps students build confidence and increase their sense of achievement, fostering a harmonious atmosphere within the school.	<ul style="list-style-type: none"> • Most students actively participate in serving the school. • Most students agree that the activities enhance their confidence. • Most students believe that taking on leadership roles within the school helps build their confidence. 			<ul style="list-style-type: none"> • SAC • ECAC • GC • DC • ITC 	--

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.3 Promote positive and mental health education	3. <u>Diverse Learning Experiences</u> Provide diverse learning experiences, with different subject departments organizing various types of activities to increase students' resilience and cultivate positive values. Activities such as "Growth Training Camps" and "Adventure Experience Trips" help students establish clear life goals and foster a healthy mindset.	<ul style="list-style-type: none"> Data from KPM indicates that students are better able to maintain positive emotions and mental states. Results from the APASO questionnaire show that students have positive mental health. Most students actively participate in activities. Most students agree that the activities help them understand the importance of mental health. 	<ul style="list-style-type: none"> Teacher observations Student performance KPM data APASO 	Full school year	<ul style="list-style-type: none"> ECAC GC DC 	--
	4. <u>Health Education Week</u> During Health Education Week, a series of activities and promotional exhibitions will instill mental health education in students, deepen their understanding of health information, and build positive values. External organizations will be invited to collaborate in hosting lectures and activities that promote positive thinking and mental health education.				<ul style="list-style-type: none"> SACC GC DC 	--
	5. <u>Establishing Mental Health Ambassadors</u> Collaborate with external organizations to provide a series of professional training sessions, enabling students to become mental health ambassadors. This initiative aims to promote mental health within the school and offer support to fellow students.				<ul style="list-style-type: none"> GC 	--

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.3 Promote positive and mental health education	<p>6. <u>Establishing Good Information Literacy in Students</u> Funding has been approved by the Quality Education Fund to implement learning activities related to media and information literacy education in collaboration with different subject departments, school committees and external organizations. This initiative aims to help students develop a positive attitude toward handling various information while also equipping them with good information literacy skills.</p>	<ul style="list-style-type: none"> • Data from KPM indicates that students are better able to maintain positive emotions and mental states. • Results from the APASO questionnaire show that students have positive mental health. • Most students actively participate in activities. 	<ul style="list-style-type: none"> • Teacher observations • Student performance • KPM data • APASO 	Full school year	<ul style="list-style-type: none"> • MCNEC 	Quality Education Fund
	<p>7. <u>Parent Education</u> In collaboration with external organizations, parent education seminars/workshops will be held to equip parents with knowledge of positive discipline concepts and techniques. This partnership aims to jointly foster a positive life attitude in students.</p>	<ul style="list-style-type: none"> • Most participating parents agree that the activities effectively promote positive and mental health education. 	<ul style="list-style-type: none"> • Activity questionnaire 	Full school year	<ul style="list-style-type: none"> • PTA 	--