

Po Leung Kuk Tang Yuk Tien College
Annual School Plan (2024-2025)

Major Concern 1: To develop our students to be self-directed learners

Intended outcomes:

- (a) The motivation for learning of students has been strengthened.
- (b) The essential self-directed learning skills of students have been developed.
- (c) Teachers' knowledge and skills of promoting self-directed learning have been enhanced.

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

- The information literacy and e-learning habits of students have been enhanced and established after the first phase of BYOD implementation. On this basis, innovative teaching and learning strategies regarding BYOD will be further promoted to facilitate the effective learning of students.
- The sense of responsibility for learning of Form 1 students will be further strengthen to allow them to adapt to the more self-directed mode of learning in the secondary school.

Target	Success Criterion	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required	Seven Learning Goals# (1)-(7)
1.1 The motivation for learning of students has been strengthened.	➤ Students, teachers and parents have a positive view of students' learning process and performance, including their confidence in learning and initiative to learn.	➤ Stakeholders Survey (APASO data & KPM) ➤ Opinions Survey (e.g. whole-school survey conducted by Pupils' Association and subject-based	(i) Refine the curriculum and teaching programs with reference to students' needs and interests, and incorporate more daily life examples and applications by all academic subjects. ● More interesting learning elements will be added, and ● More space will be created for enhancing students' self-directed learning.	Whole year	➤ AC coordinator ➤ KLA leaders ➤ Panel heads		(2), (3), (4)
1.2 The essential self-directed learning skills of students have been developed.							

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	<ul style="list-style-type: none"> ➤ Students, teachers and parents agree that students acquire essential self-directed learning skills and develop a good learning habit. ➤ Students often use the reflective strategies and learning skills they learnt in the classroom to improve their learning. ➤ Students are often able to use a variety of resources, such as the internet and the library, in learning. ➤ Students agree that they enjoy reading and find that the 	<ul style="list-style-type: none"> ➤ surveys) ➤ Feedback from teachers and students ➤ Inspection of meeting minutes, teaching schedules, exercise books and lesson observation records ➤ Statistics of library books borrowed 	<p>(ii) Try out effective strategies by all academic subjects so as to enhance students' active engagement in the learning process.</p> <ul style="list-style-type: none"> ● At least one Lesson Study per term incorporates certain kinds of pre-learning tasks. ● Design reflective strategies for senior form students, and try them out in one senior form. 	Whole year	<ul style="list-style-type: none"> ➤ AC coordinator ➤ KLA leaders ➤ Panel heads 		(2), (3), (4)
			<p>(iii) Promote reading through KLAs to create a good reading atmosphere. Strategies include:</p> <ul style="list-style-type: none"> ● Design learning tasks or assignments with enrichment readings by all academic subjects. ● Thematic Book Exhibitions under different KLAs to be organized by Library. 	Whole year	<ul style="list-style-type: none"> ➤ KLA leaders ➤ Panel heads ➤ Teacher Librarian 	Library Grant (\$7000)	(2), (3), (4)
			<p>(iv) Strengthen students' learning skills as well as e-learning skills. Strategies include:</p> <ul style="list-style-type: none"> ● Equip Form 1 students with good learning habits such as self-management, time management and scheduling work. Strategies include organizing assemblies/workshops on "Good Learning Habit", and conducting the extra Form one class teacher period after school. ● Organize training program for Form one 	Whole year	<ul style="list-style-type: none"> ➤ AC core members ➤ KLA leaders ➤ Panel heads ➤ BYOD working group, ITC and SDC 		(2), (3), (4), (5)

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	reading promotion activities can enrich their learning experience.		<p>students on Note-processing.</p> <ul style="list-style-type: none"> ● Equip Junior Forms students with essential subject-related study skills by all academic subjects so as to facilitate their self-directed learning and to better prepare them for tests and examinations. ● Enhance students' information literacy and develop their relevant knowledge, skills and attitude so that they can use IT effectively and responsibly in learning. ● Try out innovative teaching and learning strategies and make changes in pedagogies with the implementation of BYOD to motivate students' learning and to develop a good e-learning habit. 				
			<p>(v) Cultivate Form 1 students a sense of responsibility for learning. Strategies include:</p> <ul style="list-style-type: none"> ● Organize a training day camp for Form 1 students to prepare them for the secondary school life. ● Adjust the examination scope for the first term test of Form 1 to allow students to adapt to the pace of secondary school learning and enhance their learning confidence. ● Strengthen the existing form teachers' follow-up practice. 	Whole year	<ul style="list-style-type: none"> ➤ AC core members ➤ Panel heads ➤ GC ➤ DC 	LWL Grant (\$25000)	(2), (6), (7)

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			<ul style="list-style-type: none"> ● Strictly implement the discipline system related to learning attitude. 				
			(vi) Provide students with more opportunities to participate in self-directed learning programs organized by external organizations , such as programs offered by HKAGE and local universities.	Whole year	<ul style="list-style-type: none"> ➤ AC core members ➤ High Achievers' Scheme 	DLG & LWL Grant (\$30000)	(2), (3), (4), (6)
1.3 Teachers' knowledge and skills of promoting self-directed learning have been enhanced.	<ul style="list-style-type: none"> ● Teachers are equipped with skills that facilitate the development of self-directed learning abilities in students. ● Teachers have successfully integrated self-directed learning approaches into their instructional practices. 	<ul style="list-style-type: none"> ➤ Stakeholders Survey (APASO data & KPM) ➤ Questionnaires from SD days ➤ Attending rate for external CPD activities 	Organize teachers' professional development programs on: <ul style="list-style-type: none"> ● Cultivating self-directed learning of students, ● Enhancing skills required for e-Learning, and ● Sharing of experiences in cultivating good learning habits or effective learning. 	Whole year	<ul style="list-style-type: none"> ➤ AC coordinator ➤ SDC 		(2), (4), (5)

Major Concern 2: To instill positive values in students

Intended outcomes:

- (a) A purpose-driven attitude among students has been developed.
- (b) The resilience of students has been strengthened.
- (c) Students' sense of gratitude has been fostered.

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

- The policies enacted over the past two years, along with teachers' observations, have nurtured students' sense of gratitude. Activities that encourage students to show gratitude towards themselves, others and their lives can be further organized.
- Feedback from various committees indicates the generally positive values education and behaviour among students. Nevertheless, there is an ongoing need for the continuous development of values education. Our persistent focus will be on fostering a purpose-driven attitude and resilience among students. In the coming year, “responsibility”, “perseverance”, and “respect for others” have been identified as pivotal areas for value education. A whole-school approach will continuously be adopted to assist students in fostering positive values.

Target	Success Criteria	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required	7 Learning Goals
(a) A purpose-driven attitude among students has been developed.	<ul style="list-style-type: none"> ♦ Positive feedback on various activities have been received from students. ♦ Students exhibit a proactive and motivated approach in pursuing their personal goals. ♦ Students acquire the necessary 	<ul style="list-style-type: none"> ♦ KMP (including Stakeholders Survey and APASO) ♦ Whole-school survey conducted by Pupils' Association ♦ Questionnaires after various activities 	Instill positive values and attitudes in students through adopting a whole-school approach in implementing the following programs: <ul style="list-style-type: none"> ♦ Under the “Heart to Heart Sharing” program held by CEC, experience and views on positive values will be shared by principal and teachers on Friday mornings during the ‘TYT Good Morning’ session. ♦ Inter-class board display competition focusing on positive values “Responsibility”, “Perseverance” and “Respect for Others” will be conducted by CEC. ♦ The “123 go go goal” program, which aim at enriching students’ skills in goal setting, will be held by CEC in F.1-3. 	Whole year	<ul style="list-style-type: none"> ♦ Civic Education Committee (CEC) ♦ Disciplinary Committee (DC) ♦ Guidance Committee (GC) ♦ Class teachers ♦ Subject teachers 		1, 4, 6, 7
(b) The resilience of students has been strengthened.							
(c) Students' sense							

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of gratitude has been fostered.	<p>skills to achieve their goals.</p> <ul style="list-style-type: none"> Students demonstrate resilience by effectively overcoming challenges, displaying perseverance and determination in difficult situations. Students willingly express appreciation and gratitude towards others. Students have the ability to recognize positive aspects in their lives. 	<ul style="list-style-type: none"> Feedback and observations from teachers, parents and students Inspection of committee meeting minutes 	<ul style="list-style-type: none"> To enhance students' holistic development, the Student Award Scheme will be introduced with increased promotion by DC. Meaningful quotes will be created to promote positive values, including "Responsibility", "Perseverance" and "Respect for Others". Activities fostering a grateful and caring atmosphere, advocating gratitude and resilience through Cheering Day, sharing of good deeds, and thanksgiving activities will be held by CEC and GC. Under F.6 "Companion Program", subject teachers will provide support to students in facing challenges of public examination. Homework Submission Policy will be highlighted by DC, emphasizing students' responsibilities and assisting them achieving goals related to academic pursuits. 				
			<p>Help students acquire and develop goal-setting skills by implementing life planning education and careers exploration programs.</p> <ul style="list-style-type: none"> Life planning education activities with goal-setting element will be arranged to junior and senior form students. Assembly or workshop, such as Human Library will be held to introduce multiple pathways in tertiary education and careers. Guided visits to tertiary institutions will be conducted. 	Whole year	<ul style="list-style-type: none"> Careers Committee (CC) Class teachers 		1, 4, 6, 7

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			<p>Instill positive values and attitudes in students through various leadership training camps.</p> <ul style="list-style-type: none"> ♦ A 3-day inspirational camp will be arranged for F.4 students. ♦ A 3-day leadership training camps will be organized by ECAC for ECA student leaders in order to strengthen their self-discipline and sense of responsibility. ♦ Prefects, Big Brothers and Sisters and Civic Education Student Ambassadors will be invited to join leadership training camps provided by DC, GC and CEC respectively. 	<p>2/2025</p> <p>7/2025</p> <p>7/2025</p>	<ul style="list-style-type: none"> ♦ Extra-curricular Activities Committee (ECAC) ♦ GC ♦ DC ♦ Class teachers 	<p>Beat Drugs Fund and Life-wide Learning Grant</p>	<p>1, 4, 6, 7</p>
			<p>Develop student's positive attitudes towards life and learning as well as strengthen students' resilience through implementing the following measures:</p> <ul style="list-style-type: none"> ♦ Guest speakers will be invited and assembly/talk on the cultivation of positive values will be arranged by the GC. ♦ To strengthen students' ability to face adversity, "Forest Art Therapy Camp" will be held for F.1 students under the Healthy School Program. ♦ Training workshops regarding voluntary services will be arranged by ECAC. Voluntary services organized by CYC will foster students' caring and gratitude while the Voluntary Service Awards Scheme will track and recognize students' achievements in voluntary activities. ♦ "Little Toes", a group with those students who are of lower self-esteem will be formed by GC to engage in voluntary services. 	<p>13/11/24</p> <p>19/2/25</p> <p>1/2025</p> <p>Whole year</p> <p>Whole year</p>	<ul style="list-style-type: none"> ♦ GC ♦ ECAC ♦ Class teachers 	<p>Healthy School Program, Jockey Club Embrace Life – School Support Program, Life-wide Learning Grant</p>	<p>1, 4, 6, 7</p>

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			<ul style="list-style-type: none"> ♦ Preventive groups will be set up for junior students to instill positive values and strengthen their resilience. ♦ Workshops about different ways of handling stress will be arranged for senior-form students. ♦ Trainings and competitions organized by different sports teams focus on strengthening students' resilience and self-discipline. Cross country competition and football competitions will be held on class basis. 	9/2024 - 6/2025 9/2024 – 4/2025 Whole year			
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