

**1. Major Concern 1: Empowering students to be active and confident learners**

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

- **Greater emphasis should be placed on skill and knowledge application.**
- **More consideration should be given to arousing students’ learning interest and relating learning tasks to their daily life.**
- **More interactive reading activities and a variety of printed and digital reading materials could be included to foster students’ reading habit.**

<b>Target</b>	<b>Implementation Strategy</b>	<b>Success Criterion</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>Responsible Person</b>	<b>Resource Required</b>
1. Fostering students’ capability of applying knowledge and skills across the curriculum	<p>1a. To maximize students’ involvement in classroom learning through interactive class activities such as discussion, presentation, role-play and peer assessment</p> <p>1b. To provide opportunities for students to apply their skill and knowledge by designing assignments and activities related to everyday life</p>	<p>i. At least 85% of students agree that they are actively involved in the class activities.</p> <p>ii. At least 80% of students agree that they can apply their knowledge and learning skills in everyday life.</p>	<p>1. Year plans and evaluations of subject departments</p> <p>2. Stakeholders’ feedback through questionnaire survey</p> <p>3. Students’ learning performance and reflections</p>	Whole year	<p>1. HODs &amp; subject teachers</p> <p>2. Reading Culture Team</p> <p>3. School Librarian</p> <p>4. Staff Development Team</p> <p>5. Prefect of</p>	<p>1. Resources required by subject departments</p> <p>2. ECA fund</p> <p>3. Promotion of Reading Grant</p>

<p>2. Grooming students' confidence and positive attitude towards learning</p>	<p>1c. To reinforce students' reading, data analysing and presentation skills through collaborative practice among subject departments</p> <p>1d. To make use of various resources to facilitate independent learning</p> <p>2a. To boost students' confidence in learning English by providing an English-rich learning environment</p> <p>2b. To recognize students' efforts and achievement through commendation</p> <p>2c. To widen students' learning experience and their horizons by training and nominating them in open competitions</p>	<p>iii. At least 85% of teachers agree that students can apply the learning skills across the curriculum.</p> <p>iv. At least 80% of students reflect that the resources can facilitate independent learning.</p> <p>i. At least 65% of teachers agree that students have confidence to speak English.</p> <p>ii. At least 80% of students agree that through commendation and extended learning opportunities, they are confident and positive towards learning.</p> <p>iii. At least 80% of students agree that through participating in the learning activities and competitions, they are confident and positive towards learning.</p>	<p>4. Teachers' observation and feedback</p> <p>5. ECA records and feedback</p>		<p>Studies Team</p> <p>6. ECA Team</p> <p>7. Pastoral Care Team</p> <p>8. Awards, Scholarships, Grants &amp; Prize-giving Team</p>	
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<p>3. Strengthening students' habit of reading</p>	<p>3a. To foster students' interest in reading by interactive reading activities, such as reading partners or reading circles.</p> <p>3b. To extend students' reading experience by providing a variety of printed and digital reading materials</p> <p>3c. To enhance reading quality through activities organized by the Reading Culture Team and the Library</p>	<p>i. At least 70% of students actively participate in the interactive reading activities.</p> <p>ii. At least 70% of students read various kinds of printed and digital reading materials.</p> <p>iii. At least 70% of students participate in the reading activities</p>				
<p>4. Building teachers' capacity to be effective facilitators of students</p>	<p>4a. To enhance teachers' role as learning facilitators by providing structured training opportunities, including focused training programmes on AI tools for teaching and learning</p> <p>4b. To provide opportunities for professional sharing through lesson collaboration; peer lesson observation; and experience sharing with teachers of other schools</p> <p>4c. To enhance teachers' capacity as learning facilitators through support</p>	<p>i. At least 85% of teachers agree that the training programmes effectively enhance their capacity as learning facilitators.</p> <p>ii. At least 95% of teachers agree that the professional sharing contributes to their professional development.</p> <p>iii. At least 85% of teachers agree that the</p>				

	from external organisations	knowledge and insights gained from the support programmes / activities are applicable.				
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Annual School Plan (ASP)

## Major Concern 2: Nurturing students to be fulfilling members at school, in society and home country through values education

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

1. In response to the results of the APASO, 'Integrity' would be selected as the core value in the next year plan. Alternative measures in different delivery mode, including opportunities beyond classrooms and campaigns which foster positive reinforcement should be suggested.
2. To reinforce students to take pride in their identity as a member of the school, 'Self-confident' should be strengthened.
3. Teachers are encouraged to attend relevant professional teacher training on Basic Law, Constitution and National Security Education. Teachers of different subject departments and functional teams will be invited for sharing in the talk-under-the-flag during the flag raising ceremonies.
4. Cross-border study tours will be organised to deepen students' understanding of the home country and appreciation of the Chinese culture.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
1. Facilitating values education through nurturing core values in meeting the future challenges ahead	<p>1a. All subject departments and functional teams put the selected core value in their year plans.</p> <ul style="list-style-type: none"> <li>• Integrity</li> </ul> <p>1b. The Student Support and Development Committee coordinates various functional teams to implement values education through formal teaching, morning assemblies, class teacher periods and new initiative 'Good Students Good Deeds' (好人好事龍虎榜)</p>	<p>i. At least 85% of teachers agree that the selected core value is enhanced by the programmes in their year plans.</p> <p>ii. At least 85% of teachers and students agree that values education is strengthened through the programmes held by the functional teams.</p> <p>iii. At least 85% of students agree that their core values are enhanced.</p>	<p>1. teachers' and students' feedback through questionnaire survey;</p> <p>2. school management, teachers and different functional teams' feedback;</p> <p>3. record of students'</p>	Whole year	<p>1. HODs and all subject teachers</p> <p>2. Student Support and Development Committee</p> <p>3. Functional Teams</p> <p>4. Class Teachers</p> <p>5. ECA clubs</p> <p>6. Exchange</p>	Refer to the requirements of the subject departments and functional teams concerned

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
2. Developing unique attributes to KTGSS (Kind-hearted; Take initiative; Grateful; Self-confident; Spirit to serve) and fostering a sense of belonging to school	<p>2a. To strengthen students' identity to take pride in being a member of the school by reinforcing unique attributes to KTGSS in various activities, school functions, occasions and alumni-related activities and programmes.</p> <ul style="list-style-type: none"> <li>• Self-confident</li> </ul> <p>2b. To reinforce the role of class teachers in building class spirit through class management scheme</p> <p>2c. To organise whole school activities such as School Cleanliness Campaign to enhance students' sense of belonging to school</p>	<p>i. At least 85% of teachers agree that unique attributes to KTGSS are strengthened.</p> <p>ii. At least 80% of students agree that they take pride in being a member of the school.</p> <p>iii. At least 85% of teachers and students agree that the class management scheme and whole school activities enhance a sense of belonging to school.</p>	<p>behavioral performance;</p> <p>4. APASO &amp; SHS;</p> <p>5. year plans of subject departments and functional teams</p>		<p>Programme Team</p> <p>7. National Security Education Committee</p> <p>8. Alumni</p>	
3. Cultivating in students social awareness and spirit to serve the community	<p>3a. To integrate Basic Law and National Security Education in the formal curriculum and to organise various Basic Law and National Security Education activities</p> <p>3b. To strengthen teachers'</p>	<p>i. At least 85% of students agree that their understanding of Basic Law and National Security Education is enhanced.</p> <p>ii. At least 70% of teachers</p>				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
	<p>role in facilitating Basic Law and National Security Education by relevant professional teacher training</p> <p>3c. To refine Civic Education programmes to boost students' awareness on social and current issues</p> <p>3d. To provide students with training opportunities to get to know and serve the community through various programmes</p>	<p>complete relevant teacher training in Basic Law and National Security Education.</p> <p>iii. At least 85% of students agree that their social awareness is boosted.</p> <p>iv. At least 60% of students has served in a community programme at least once in a school year.</p>				
4. Increasing students' understanding of the home country and appreciation of the Chinese culture	<p>4a. To hold weekly flag-raising ceremonies with teachers from different subject departments and functional teams for sharing in the talk-under-the-flag</p> <p>4b. To organise cross-border study tours to deepen students' understanding of the home country</p>	<p>i. At least 85% of students have a better understanding of different areas of development of the home country.</p> <p>ii. At least 30% of students attend a cross-border study tours once in a school year.</p>				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
	4c. To promote students' understanding and appreciation of the Chinese culture through different ECAs and collaborative projects of different departments and committees	iii. At least 85% of students agree that the programmes enhance their appreciation of the Chinese culture.				

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