

Kwun Tong Government Secondary School
Annual School Plan 2025 – 2026

Major Concern 1: Developing students' core competence for future challenges

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

- Though students have acquired relevant information skills, they lack the experience of applying the skills in learning. Therefore, more emphasis should be placed on digital education, guiding students to apply the IT skills for academic enhancement.
- Students' cross-cultural and communication competence could be strengthened by sharpening their biliterate and trilingual abilities, including active listening.
- Students' knowledge base could be broadened through more relevant and motivating reading programmes and activities, as well as first-hand involvement in local and overseas study tours or virtual tours.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
1. Building students' competence in inventive thinking and information skills in Science, Technology, Engineering, Arts and Mathematics	(a) To broaden students' inventive thinking and information skills through refining the STEAM curriculum in the KLAs of Science, Aesthetics and Technology and arranging cross-curricular STEAM learning activities and competitions (b) To enhance students' digital literacy and skills so that they can use digital technologies effectively for academic enhancement (c) To facilitate students' learning by receiving training on STEAM and IT for teachers	i. 85% of students agree that their inventive thinking and information skills are enhanced. ii. 60% of students agree that they have applied digital technologies for academic enhancement. iii. 80% of teachers have received STEAM or IT training and applied the skills in teaching.	Observing: 1. year plans and evaluations of subject departments 2. stakeholders' feedback through questionnaire survey 3. students' learning performance and reflections	Whole year	1. HODs & subject teachers 2. Prefect of Studies Team 3. Functional Teams 4. Exchange Programme and Sister-school Programme Team	1. Resources required by subject departments 2. ECA fund 3. Promotion of Reading Grant 4. Funding for exchange programmes

2. Developing students' cross-cultural and communication competence for navigating the rapidly changing world	(a) To sharpen students' biliterate and trilingual abilities by enhancing their active listening, verbal and written communication skills through discussion and presentation (b) To enhance students' fluency in communication through experiential learning, Subject-Related Activities, cross-curricular group projects and life-wide learning activities (c) To enhance students' engagement with other cultures through learning opportunities, such as local and overseas study tours or virtual cultural immersion programmes	iv. 70% of students agree that their biliterate and trilingual abilities are sharpened. v. 70% of students agree that the cultural immersion programmes/tours can enhance their engagement with other cultures.	4. teachers' observation and feedback		5. Reading Culture Team	
3. Broadening students' knowledge base and connecting their learning experiences through interdisciplinary learning	(a) To widen students' exposure to interdisciplinary learning by optimizing reading resources and materials of different fields of study. (b) To broaden students' knowledge base through motivating and engaging subject-based and cross-curricular reading programmes and activities	vi. 60% of students agree that the reading programmes and activities can extend their interdisciplinary learning experience. vii. 85% of students agree that the cross-cultural programmes/activities can broaden their knowledge base.				

Major Concern 2: Promoting students' well-being and leading a healthy and flourishing life through values education

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

National and Global Identity

Building on the success of the whole school approach in values education and enhancing students' bonding with their peers, *benevolence* would be selected as the core value in the next year plan.

Healthy Lifestyle and Breadth of Knowledge

Students should be given ample opportunities to internalise their knowledge of a healthy lifestyle and practise it in real life. Continual efforts should be made to promote both physical and mental health of students and other stakeholders of the school. In particular, more efforts should be made to promote student physical fitness.

Life Planning and Information Literacy

Programmes and activities related to goal setting, self-understanding, career exploration and multiple pathways should continue and be further strengthened. Class teachers' roles in providing guidance for students' future development should be strengthened. Activities on the development of information literacy and proper use of the Internet as well as digital devices should also continue.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
1. Cultivating students' selected value(s) in achieving a healthy and sound well-being • <i>Benevolence</i>	(a) All subject departments and functional teams implement values education and promote the selected core value, <i>benevolence</i> , through formal teaching, morning assemblies, class teacher periods, programmes and activities	i. At least 80% of teachers and students agree that the selected core value is enhanced by the programmes ii. At least 80% of students agree that they learn to be kind to others iii. From teachers' observation, students display values in their	1. Teachers' feedback and observation 2. Students' feedback through questionnaire survey; 3. school management, teachers and	Whole year	1. HODs and all subject teachers 2. Student Support and Development Committee 3. Functional Teams	Refer to the requirements of the subject departments and functional teams concerned

		behaviour iv. At least 80% of students agree that they benefit from these programmes in values education	different functional teams' feedback; 4. record of students' behavioral performance;		4. Class Teachers 5. ECA clubs 6. Exchange Programme Team 7. National Security Education Committee 8. Alumni	
2. Enhancing peer and class bonding in establishing strong social ties and a supportive relationship	(a) To enhance the bonding among students through class management scheme and inter-class competitions (b) To help students establish a supportive relationship with the application of the skills learnt through thematic programmes, leadership training programmes and projects or learning tasks	i. At least 80% of teachers and students agree that the class management scheme and inter-class competitions enhance the bonding among students ii. At least 80% of students agree that these programmes help establish a supportive relationship	5. APASO & SHS			
3. Developing students' healthy mindset and lifestyle in maintaining good physical and mental health	(a) To enhance students' physical fitness through collaborative efforts of different functional teams and Physical Education Department (b) To help students practise a balanced diet and regular sleep through formal teaching, programmes and activities (c) To promote the 4Rs Mental Health Charter to promote mental health of students,	i. At least 50% of students agree that they do exercise every day ii. At least 70% of students have a balanced diet and regular sleep iii. At least 75% of parents participating in the these programmes learn about the importance of mental health				

	teachers and parents through different thematic programmes, activities and talks	iv. At least 75% of students and teachers agree that their physical health and mental health is boosted				
4. Strengthening students' capability on fulfilling life goals and responsibilities as a committed citizen	(a) To conduct the refined goal setting programme through collaborative efforts of the Pastoral Care, Careers and Life Planning Committee and Class Teachers (b) To help students explore life goals and learn about multiple pathways through different thematic programmes or experiential learning activities (c) To strengthen the role of class teachers in providing careers guidance for students (d) To foster students' understanding of the ethical use of information technology through educational programmes, talks and activities	i. At least 80% of students agree that the school programmes and activities help them set achievable goals ii. At least 70% of students learn about multiple pathways iii. At least 70% of class teachers provide careers guidance for students iv. At least 80% of students and teachers agree that these programmes help students in the ethical use of information technology				