

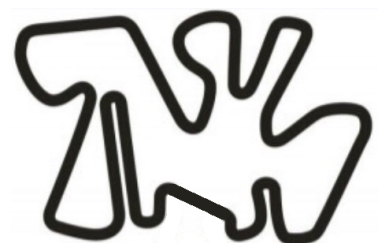


# School Annual Plan

2024 – 2025



**PLK Tong Nai Kan JS College**



# Our Mission : Achieving Academic Excellence Nurturing Potential Talent

Kenneth C.K. Wong  
Principal  
Po Leung Kuk Tong Nai Kan Junior Secondary College

我們的使命：

追求卓越  
啟發潛能

黃仲奇校長  
保良局唐乃勤初中書院

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## 1. Vision

In the pursuit of educational excellence, the school seeks to establish an environment on campus conducive to an enjoyable and effective teaching and learning atmosphere. By embracing a rich life together, teachers and students work in partnership to mutually encourage each other and instill the spirit of life-long learning.

## 2. Mission

The school is committed to providing high quality education to enhance students' bi-literacy and tri-lingualism, to develop students' higher order thinking skills, and to foster students' multi-intelligence. As a caring community, the school values and promotes the growth of the whole person so as to enable the student to become a responsible citizen and make a positive contribution to the local and global community. The school motto of Love, Respect, Diligence and Honesty embodies the school ethos.

## 3. Aims

The school should

- 3.1 promote successful, enthusiastic and inspirational teaching and learning,
- 3.2 enhance students' language proficiency,
- 3.3 strive to develop students' potential with multi-intelligence and creativity, and
- 3.4 foster students' self-discipline and nurture students' sense of responsibility.

## 4. Major Concerns

- 4.1 Cultivate students' positive values and attitudes
- 4.2 Develop students' potential and reach higher levels

1. Cultivate students’ positive values and attitudes

**Briefly list the feedback and follow-up actions from the previous school year:**  
**(In the first year of the development cycle, schools generally do not need to complete this part, but if the major concern(s) of this development cycle is related to the previous development cycle, e.g. optimising the major concern, schools may make reference to the feedback and follow-up actions of the previous school year to formulate or adjust the work of this school year.)**

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Group/Person	Resource Required
<b>(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)</b>						
●To enhance students' sense of responsibility	<ul style="list-style-type: none"> <li>●To provide leadership training for students.</li> <li>●To optimise the "A Student, A Duty" programme to enhance students' sense of responsibility.</li> <li>●To keep statistics on students' service performance inside and outside the school throughout the year, and recognise where appropriate.</li> <li>●To optimise the "Flying High Programme" to strengthen students' sense of responsibility in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>●Activities to train students' leadership skills are organized.</li> <li>●80% of students participate in the "A Student, A Duty" programme, and 50% complete the related award programme.</li> <li>●80% of students participate in service for more than 20 hours.</li> <li>●A minimum of 100 students participate in the "Flying High Programme".</li> </ul>	<ul style="list-style-type: none"> <li>●Survey</li> <li>●Teachers' observation</li> <li>●Annual school self-evaluation data</li> </ul>	<ul style="list-style-type: none"> <li>●24/25</li> <li>●25/26</li> <li>●26/27</li> <li>●24/25 preparation</li> <li>●25/26 execution</li> <li>●24/25 preparation</li> <li>●25/26 execution</li> <li>●25/26 preparation</li> <li>●26/27 execution</li> </ul>	DGC ECCAC MCNEC AC, DGC	EOEBG Life-wide Learning Grant
●To nurture students to establish friendly, supportive, respectful relationships with their peers	<ul style="list-style-type: none"> <li>●To organise a day camp for S1 students and conduct class building activities to foster friendly, supportive, and respectful relationships among classmates.</li> </ul>	<ul style="list-style-type: none"> <li>●A day camp for S1 students is organized.</li> <li>●A minimum of two class building activities are organized.</li> <li>●Students sign the "Campus Anti-Bullying Pledge"</li> </ul>	<ul style="list-style-type: none"> <li>●Survey</li> <li>●Teachers' observation</li> <li>●Annual school self-evaluation data</li> </ul>	<ul style="list-style-type: none"> <li>●24/25</li> <li>●25/26</li> <li>●26/27</li> </ul>	DGC, MCNEC SAC	EOEBG Life-wide Learning Grant
●To strengthen students' moral character	<ul style="list-style-type: none"> <li>●To incorporate various moral values throughout the year in moral education sessions.</li> <li>●To organise community service and civic education activities, both curricular and extracurricular, to enhance sense of civic responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>●Weekly homeroom activities with themes aligned with the latest values education guidelines provided by the EDB are organized.</li> <li>●Whole school volunteer services are organized.</li> <li>●Civic education activities are arranged.</li> </ul>	<ul style="list-style-type: none"> <li>●Annual school self-evaluation data</li> <li>●Survey</li> </ul>	<ul style="list-style-type: none"> <li>●24/25</li> <li>●25/26</li> <li>●26/27</li> <li>●24/25</li> <li>●25/26</li> <li>●26/27</li> </ul>	MCNEC MCNEC	EOEBG Life-wide Learning Grant
●To encourage students to become responsible citizens	<ul style="list-style-type: none"> <li>●To implement waste reduction, recycling, and energy conservation programmes to enhance environmental protection and instill awareness of caring for public property in students.</li> <li>●To organise information literacy seminars for students, while also invite parents to participate.</li> <li>●To design an information literacy curriculum based on the EDB's "Information Literacy for Hong Kong Students" learning framework to teach students about information literacy.</li> </ul>	<ul style="list-style-type: none"> <li>●Daily practice of waste reduction and recycling in the classroom is conducted.</li> <li>●Students develop energy-saving habits.</li> <li>●Seminars for students and parents are organized.</li> <li>●Students sign "Code of Conduct for Responsible Use of Electronic Devices" pledge.</li> </ul>	<ul style="list-style-type: none"> <li>●Teachers' observation</li> <li>●Number of participants</li> </ul>	<ul style="list-style-type: none"> <li>●24/25</li> <li>●25/26</li> <li>●26/27</li> <li>●24/25</li> <li>●25/26</li> <li>●26/27</li> <li>●25/26 Preparation</li> <li>●26/27 execution</li> </ul>	MCNEC MCNEC, ITC ITS ITC ITS	EOEBG Life-wide Learning Grant
●To cultivate a sense of national identity and fostering an appreciation of Chinese culture among students	<ul style="list-style-type: none"> <li>●To promote education on the "Constitution" and the "Basic Law".</li> <li>●To strengthen the inclusion of elements related to the understanding of our motherland in the curriculum.</li> <li>●To promote awareness of national security.</li> <li>●To organise morning assemblies, assemblies, and specific events to promote activities or visits that enhance students' national identity.</li> <li>●To hold events centered around specific themes, such as promoting Chinese culture activities or national exhibitions, provide students with accurate knowledge of the country's history and foster an appreciation for Chinese</li> </ul>	<ul style="list-style-type: none"> <li>●Various aspects related to national identity, civic education, and Chinese culture are covered in the curriculum.</li> <li>●Flag-raising ceremony and 'Sharing under the national flag' are conducted as scheduled.</li> <li>●Activities during assemblies to deepen students' understanding of our country are arranged.</li> <li>●Chinese cultural events are held.</li> </ul>	<ul style="list-style-type: none"> <li>●Teachers' observation</li> <li>●Annual school self-evaluation data</li> <li>●Progress reports of the teaching schedule</li> <li>●Relevant materials posted in Google Classroom of subjects</li> <li>●Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>●24/25</li> <li>●25/26</li> <li>●26/27</li> <li>●24/25</li> <li>●25/26</li> <li>●26/27</li> <li>●24/25</li> <li>●25/26</li> <li>●26/27</li> <li>●24/25</li> <li>●25/26</li> <li>●26/27</li> </ul>	MCNEC Chinese Lang., History, SCS All Subjects MCNEC All subjects MCNEC MCNEC MCNEC Chinese Lang., Chinese Hist., PTH, SCS, VA, Music	EOEBG Life-wide Learning Grant One-off Grant for Promotion of Chinese Culture Immersion Activities Funding Scheme for Enhanced My Pledge to Act

<ul style="list-style-type: none"> <li>●To enhance students' sense of well-being and achievement, cultivating positive values and resilience in students, and promote physical, mental, and spiritual health of students, creating a healthy and positive campus atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>●To optimise the "Flying High Programme" to recognize students' achievements.</li> <li>●To organise showcases or exhibitions of student works or research outcomes to create a platform for celebration of learning achievements, fostering successful experiences.</li> <li>●To decorate the campus using visual strategies to create a positive atmosphere, including display shelves showcasing inspirational quotes, encouraging words from teachers and staff, and posters promoting learning confidence and positive values.</li> <li>●To continue with the existing life planning education to help students understand themselves, make effective plans, and develop a sense of anticipation for the future.</li> <li>●To organise stress-relief and relaxation activities.</li> <li>●To arrange activities to enhance students' sense of happiness and well-being.</li> <li>●To conduct resilience-building activities to strengthen students' ability to overcome challenges.</li> <li>●To organise parent workshops or activities on discipline approaches at home, supporting non-Chinese students, and catering to students with diverse learning needs. These initiatives aim to improve students' well-being, positive values, and resilience, ultimately promoting their physical, mental, and spiritual health.</li> </ul>	<ul style="list-style-type: none"> <li>●A minimum of 100 students participate in the "Flying High Programme".</li> <li>●Students' learning outcomes by committees and subject departments are showcased in different occasions at designated time.</li> <li>●Display shelves and banners are purchased / created and placed on different floors in the school.</li> <li>●A folder is created in google classroom of each subject to provide information on further education, career pathways, and related industries.</li> <li>●Related activities are organised.</li> <li>●Relevant talks are scheduled.</li> </ul>	<ul style="list-style-type: none"> <li>●Number of participants</li> <li>●Teachers' observation</li> <li>●Annual school self-evaluation data</li> <li>●Review of subject's Google Classroom</li> <li>●Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>●25/26 Preparation</li> <li>●26/27 Execution</li> <li>●24/25</li> <li>●25/26</li> <li>●26/27</li> <li>●24/25 Preparation</li> <li>●25/26 Execution</li> <li>●24/25</li> <li>●25/26</li> <li>●26/27</li> <li>●24/25</li> <li>●25/26</li> <li>●26/27</li> <li>●24/25</li> <li>●25/26</li> <li>●26/27</li> <li>●24/25</li> <li>●25/26</li> <li>●26/27</li> </ul>	<ul style="list-style-type: none"> <li>AC, DGC</li> <li>ECCAC, AC, All Subjects</li> <li>ERMC, MCNEC, AC, DGC All Subjects All staff</li> <li>CGC, All Subjects</li> <li>DGC, ECCAC ASDC, PE</li> <li>DGC, ASDC</li> <li>DGC</li> <li>AC, DGC, PTA</li> <li>PE, ECCAC</li> <li>PE, VA, Music</li> <li>ERMC</li> </ul>	<ul style="list-style-type: none"> <li>EOEBG</li> <li>Life-wide Learning Grant</li> <li>Healthy School Programme Grant</li> <li>One-off Grant for Metal Health at School</li> <li>One-off Grant for Mental Health of Parents and Students</li> </ul>
<ul style="list-style-type: none"> <li>●To enhance students' physical fitness</li> </ul>	<ul style="list-style-type: none"> <li>●To encourage student participation in sports.</li> <li>●To extend student activity time and provide different activities during daily breaks for students to engage in.</li> <li>●To add facilities to facilitate physical fitness activities for students.</li> </ul>	<ul style="list-style-type: none"> <li>●Students participate in various sports activities.</li> <li>●Students participate in different art activities.</li> </ul>	<ul style="list-style-type: none"> <li>●Teachers' observation</li> <li>●Annual school self-evaluation data</li> </ul>	<ul style="list-style-type: none"> <li>●24/25</li> <li>●25/26</li> <li>●26/27</li> <li>●24/25</li> <li>●25/26</li> <li>●26/27</li> <li>●24/25 Preparation</li> <li>●25/26 Execution</li> <li>●26/27</li> </ul>	<ul style="list-style-type: none"> <li>PE, ECCAC</li> <li>PE, VA, Music</li> <li>ERMC</li> </ul>	<ul style="list-style-type: none"> <li>EOEBG</li> <li>Life-wide Learning Grant</li> <li>One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools</li> <li>PLK Fund</li> <li>Student Fee Collectopm</li> </ul>

2. Develop students' potential and reach higher levels

**Briefly list the feedback and follow-up actions from the previous school year:**  
**(In the first year of the development cycle, schools generally do not need to complete this part, but if the major concern(s) of this development cycle is related to the previous development cycle, e.g. optimising the major concern, schools may make reference to the feedback and follow-up actions of the previous school year to formulate or adjust the work of this school year.)**

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Group/Person	Resource Required
<b>(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)</b>						
● To enhance students' self-directed learning abilities	● Continue to implement and optimise the "Flying High Programme".	<ul style="list-style-type: none"> <li>● A minimum of 100 students participate in the "Flying High Programme"; 50% of the students complete related tasks.</li> <li>● Subject departments fulfill the requirements for in-class e-learning as instructed.</li> <li>● Revision materials of all subjects are uploaded as scheduled.</li> <li>● Elements of student self-directed learning enhancement are included in continuous assessments across subjects.</li> <li>● Subject departments record and share the progress of promoting students' self-directed learning activities during mutual lesson planning sessions per semester.</li> </ul>	<ul style="list-style-type: none"> <li>● Number of participants in the "Flying High Program" and their completion status</li> <li>● Classroom observations</li> <li>● Review of the usage of Google Classroom in each subject</li> <li>● Review of students' usage of the e-learning platform</li> <li>● Review of the continuous assessment items in each subject</li> <li>● Evaluation data of the school</li> <li>● Evaluation of the implementation of the "flipped classroom" approach in subjects</li> <li>● Annual school self-evaluation data</li> </ul>	● 25/26 Preparation ● 26/27	AC, DGC	EOEBG
	● Continue to promote e-learning and utilise e-learning in classroom teaching across subjects.			● 24/25 ● 25/26 ● 26/27	AC, ITC All subjects	CITG
	● To assist each subject in using suitable electronic teaching tools (apps).			● 24/25 ● 25/26 ● 26/27	AC, ITC All subjects	CFEG
	● To make good use of multimedia learning and teaching resources, utilise subject-specific self-study resource database, allowing students to adjust their learning progress according to learning diversity.			● 24/25 ● 25/26 ● 26/27	AC, All subjects	Student Fee Collection
	● To promote e-learning platforms to facilitate students' revision.			● 24/25 ● 25/26 ● 26/27	AC, ITC All subjects	
	● To include elements to enhance students' self-directed learning in continuous assessments across subjects.			● 24/25 ● 25/26 ● 26/27	AC, All subjects	
	● To incorporate activities that promote students' self-directed learning into teaching strategies across subjects to enhance students' engagement and sense of involvement.			● 24/25 ● 25/26 ● 26/27	AC, ASDC, ITC, All subjects	
	● To implement "Bring Your Own Device (BYOD)" policy comprehensively, ensuring that all students have access to an iPad for in-class activities, as well as pre-class and post-class preparation and revision.			● 24/25 ● 25/26 ● 26/27	ITC, All subjects	
● Subject departments to require students to engage in pre-class preparation, note-taking during class, and review of the materials after class to enhance their self-learning abilities.	● 24/25 ● 25/26 ● 26/27	AC, All subjects				
● To enhance students' reading abilities	● To redesign the "Joy of Reading" programme to align with morning reading sessions.	<ul style="list-style-type: none"> <li>● 80% of the students complete the "Joy of Reading" programme.</li> <li>● A minimum of 10 book recommendation sessions are conducted each year.</li> <li>● A minimum of 12 times new book recommendation sessions are conducted each year.</li> <li>● A minimum of 10 Reading club sessions are organised each year.</li> <li>● 1 author sharing is arranged per year.</li> <li>● A total of 200 visitors attend the book fairs.</li> <li>● A minimum of 5 thematic book exhibitions are organised.</li> <li>● Project-based learning that incorporates cross-subjects reading is successfully implemented. 80% of the students achieve a grade of D or above in project-based learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Statistics on the "Joy of Reading" program, including the number of students who have participated</li> <li>● Frequency of good book recommendation and new book recommendation sessions.</li> <li>● Number of reading club sessions</li> <li>● Number of author sharing session</li> <li>● Number of visitors to the book fairs</li> <li>● Frequency of thematic book exhibitions</li> <li>● Review of project-based learning and number of students achieving a grade of D or above in project-based learning</li> </ul>	● 25/26 Preparation ● 26/27	AC, All teaching Staff	EOEBG
	● To organize promotional activities to encourage reading, such as good book recommendation and introduction to new books.			● 24/25 ● 25/26 ● 26/27	All subjects	Promotion of Reading Grant
	● To organize reading club sessions to foster a reading culture.			● 24/25 ● 25/26 ● 26/27	Language Subjects	
	● To host author sharing sessions.			● 24/25 ● 25/26 ● 26/27	All subjects	
	● To organize book fairs and thematic book exhibitions.			● 24/25 ● 25/26 ● 26/27	Library	
	● To integrate cross-subject reading with project-based learning to help students make connections between their learning experiences and improve reading abilities, catering for individual learning needs.			● 24/25 ● 25/26 ● 26/27	All subjects	

<ul style="list-style-type: none"> <li>● To enhance students' proficiency in biliteracy and trilingualism</li> </ul>	<ul style="list-style-type: none"> <li>● To organize English Week and PTH Week activities.</li> <li>● To improve the promotion of English Week and PTH Week during morning assemblies.</li> <li>● To arrange after-school tutorials for language subjects.</li> <li>● To implement reading programmes for Chinese and English subjects.</li> <li>● To participate in various language-related activities and competitions.</li> </ul>	<ul style="list-style-type: none"> <li>● A minimum of 2 activities are held during each English Week and PTH Week.</li> <li>● At least 12 after-school tutorials for language subjects are conducted throughout the year.</li> <li>● 50% of the students meet the targets set in the language subject reading programme.</li> <li>● A minimum of 10 awards in various language competitions are won.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' observations</li> <li>● Annual school self-evaluation data</li> <li>● Number of after-school tutorials</li> <li>● Review of the implementation of the language subject reading programmes</li> <li>● Statistics on the participation and award achievements in various language activities and competitions</li> </ul>	<ul style="list-style-type: none"> <li>● 24/25</li> <li>● 25/26</li> <li>● 26/27</li> <li>● 24/25</li> <li>● 25/26</li> <li>● 26/27</li> <li>● 24/25</li> <li>● 25/26</li> <li>● 26/27</li> <li>● 24/25</li> <li>● 25/26</li> <li>● 26/27</li> <li>● 24/25</li> <li>● 25/26</li> <li>● 26/27</li> </ul>	<ul style="list-style-type: none"> <li>English Lang., PTH</li> <li>English Lang., PTH</li> <li>English Lang., Chinese Lang</li> <li>English Lang., PTH</li> <li>English Lang., Chinese Lang., PTH</li> </ul>	<ul style="list-style-type: none"> <li>EOEBG</li> <li>Life-wide Learning Grant</li> </ul>
<ul style="list-style-type: none"> <li>● To provide assistance to students from different learning groups to enhance their academic levels and strengthen support for students in diverse learning groups, catering to their learning diversity</li> </ul>	<ul style="list-style-type: none"> <li>● To arrange different enrichment and foundational tutorials for students with varied academic abilities.</li> <li>● To implement the "Future Stars" programme to nurture talented students.</li> <li>● To organise Chinese cultural activities to expose non-Chinese-speaking students to Chinese culture.</li> <li>● To make appropriate use of information technology systems and online resources to enhance support for diverse learning needs and assist students from different learning groups in their learning process.</li> </ul>	<ul style="list-style-type: none"> <li>● A minimum of 18 enrichment and foundational tutorials sessions are provided throughout the year.</li> <li>● A minimum of 12 sessions for the "Future Stars" programme are conducted.</li> <li>● Two school-wide Chinese cultural activities are conducted throughout the year.</li> <li>● The resources banks in google classroom of each subject to support diverse learning needs are fully prepared.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' observation</li> <li>● Annual school self-evaluation data</li> <li>● Number of sessions of the enrichment and foundational tutorials</li> <li>● Number of sessions for the "Future Stars" programme</li> <li>● Review of the resources in google classroom of each subject</li> </ul>	<ul style="list-style-type: none"> <li>● 24/25</li> <li>● 25/26</li> <li>● 26/27</li> <li>● 24/25</li> <li>● 25/26</li> <li>● 26/27</li> <li>● 24/25</li> <li>● 25/26</li> <li>● 26/27</li> <li>● 24/25</li> <li>● 25/26</li> <li>● 26/27</li> </ul>	<ul style="list-style-type: none"> <li>AC, English Lang., Chinese Lang., Mathematics</li> <li>AC, English Lang., Chinese Lang., Mathematics</li> <li>Chinese Lang., Chinese Hist., PTH</li> <li>All subjects</li> </ul>	<ul style="list-style-type: none"> <li>EOEBG</li> <li>Life-wide Learning Grant</li> <li>SB Support Scheme for NAC</li> <li>SB Support Scheme for NCS</li> <li>TRG</li> </ul>
<ul style="list-style-type: none"> <li>● By establishing rigorous learning routines, to cultivate a positive learning culture among students; By utilizing appropriate learning and exam strategies, to enhance students learning effectiveness and exam performance</li> </ul>	<ul style="list-style-type: none"> <li>● To revamp the curriculum of S1 Bridging Course to teach them subject-specific learning strategies, note-taking techniques, and revision methods as well as how to use handbooks effectively and manage their time efficiently.</li> <li>● To issue requirements on study habits and routines for the whole school.</li> <li>● To provide subject learning strategies to help students master various subjects.</li> <li>● To incorporate exam skills and strategies into the curriculum.</li> <li>● To enhance the "Future Stars" programme enabling high-achieving students to acquire exam techniques for public assessments at an early stage.</li> </ul>	<ul style="list-style-type: none"> <li>● Design of the S1 Bridging Course is completed.</li> <li>● Students are aware of the required study habits.</li> <li>● Information on subject learning strategies for each subject is provided.</li> <li>● Exam strategies are included in the teaching schedule.</li> <li>● Review of the curriculum of the "Future Stars" programme is conducted.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' observations</li> <li>● Surveys or questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>● 24/25</li> <li>● 25/26</li> <li>● 26/27</li> <li>● 24/25</li> <li>● 25/26</li> <li>● 26/27</li> <li>● 24/25</li> <li>● 25/26</li> <li>● 26/27</li> <li>● 24/25</li> <li>● 25/26</li> <li>● 26/27</li> </ul>	<ul style="list-style-type: none"> <li>AC</li> <li>All subjects</li> <li>All subjects</li> <li>All subjects</li> <li>All subjects</li> <li>Chinese Lang., English Lang., Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>EOEBG</li> </ul>
<ul style="list-style-type: none"> <li>● To broaden students' horizons and assist them in developing their individual strengths, strengthening students' self-image in various aspects, and enhancing their confidence in learning</li> </ul>	<ul style="list-style-type: none"> <li>● To encourage students to participate in various activities and competitions.</li> <li>● To organise different types of study tours that provide students with opportunities to enhance various skills including the academic ones.</li> <li>● To make effective use of the talent pool to identify students with different talents and abilities, and encourage their participation in relevant competitions.</li> </ul>	<ul style="list-style-type: none"> <li>● A minimum of 10 different types of visits or study tours are organised throughout the year.</li> <li>● Each subject utilises the talent pool to identify students with potential to represent the school in competitions.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' observation</li> <li>● Number of students participating in visits and study tours</li> <li>● Annual school self-evaluation data</li> <li>● Surveys or questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>● 24/25</li> <li>● 25/26</li> <li>● 26/27</li> <li>● 24/25</li> <li>● 25/26</li> <li>● 26/27</li> <li>● 24/25</li> <li>● 25/26</li> <li>● 26/27</li> </ul>	<ul style="list-style-type: none"> <li>ECCAC, AC, Subjects</li> <li>ECCAC, ASDC, MCNEC, AC, All subjects</li> <li>AC, ECCAC, All subjects</li> </ul>	<ul style="list-style-type: none"> <li>EOEBG</li> <li>Life-wide Learning Grant</li> <li>Sister School Scheme Grant</li> <li>Student Fee Collection</li> </ul>



<ul style="list-style-type: none"> <li>● To foster holistic development in students</li> </ul>	<ul style="list-style-type: none"> <li>● To encourage and arrange for students to participate in music, performing arts, and sports competitions and activities, both inside and outside the school.</li> <li>● To review the activities organised by subjects and committees, ensuring that they cover various aspects of holistic education, such as self-directed learning, artistic and physical development, and service learning; and provide opportunities for students to showcase their learning achievements.</li> </ul>	<ul style="list-style-type: none"> <li>● Subject departments and committees organise various activities for students.</li> <li>● Specific locations and time slots are allocated for subject departments and committees to showcase students' learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>● Subject department and committee records of students who participate in activities and competitions, including students name list, details of the events they participate in, and any awards or recognitions they receive</li> </ul>	<ul style="list-style-type: none"> <li>● 24/25</li> <li>● 25/26</li> <li>● 26/27</li> </ul>	<p>All committees, All subjects</p> <hr/> <p>AC ECCAC All subjects</p>	<p>EOEBG CEG Life-wide Learning Grant PLK Fund Student Fee Collection</p>
<ul style="list-style-type: none"> <li>● To expand students' learning experiences across different subjects</li> </ul>	<ul style="list-style-type: none"> <li>● To promote interdisciplinary project-based learning and enable students to connect their learning experiences across different subjects.</li> </ul>	<ul style="list-style-type: none"> <li>● Interdisciplinary project-based learning is designed and implemented.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers' observation</li> <li>● 80% of the students get D grade or above in interdisciplinary project-based learning</li> </ul>	<ul style="list-style-type: none"> <li>● 24/25</li> <li>● 25/26</li> <li>● 26/27</li> </ul>	<p>AC, All Subjects</p>	<p>EOEBG</p>