

Cheung Chuk Shan College
Annual School Plan (2025 – 2026)

26 Aug 2025

Major Concern 1: Reinforcing the learning confidence of students

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Remarks (For internal use only)
<i>Target 1: To arouse the leaning motivation of students</i>						
i. Sharing the good works / demonstrations / ideas of students in class at least once per school term through relevant mobile applications or other means	2 nd term	- Means of relevant questions of the stakeholder questionnaire surpassing the reference medians of the sections concerned - At least 75% of students responding positively to the sharing part	- Results of stakeholder questionnaires (Teachers & students) - Teachers' observation	- Vice Principal (Learning & Teaching) - All Panel Heads - All S1 – S5 subject teachers	Mobile applications for sharing	
ii. Getting teachers prepared for using artificial intelligence (AI) in teaching	1 st Term	- Means of relevant questions of the stakeholder questionnaire surpassing the reference medians of the sections concerned - At least 50% of teachers participating in the training for the use	- Results of stakeholder questionnaires (teachers) - Teacher survey	- Vice Principal (School administration) - STEM Education & IT in Education Coordinator - All teachers	- Generative AI tools platform - Training for the use of AI tools	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Remarks (For internal use only)
		of AI tools				
iii. Holding for a class at least 1 class activity integrating AI elements or designing for a class at least 1 assignment requiring students to demonstrate the proper use of AI in completing it	2 nd Term	- Means of relevant questions of the stakeholder questionnaire surpassing the reference medians of the sections concerned - At least 75% of students responding positively to the class activity	- Results of stakeholder questionnaires (Students) - Teachers' observations - Minutes of panel meetings	- Vice Principal (Learning & Teaching) - Panel Heads and teachers of English Language, Chinese Language, Maths Citizenship, Economics & Society and Integrated Science of the level(s) concerned	Generative AI tools platform	Subject panel concerned have to select at least 1 level to carry out this task.
iv. Following a standard procedure for setting assessment questions which can reflect objectively the learning achievements of students	Whole year	- Means of relevant questions of the stakeholder questionnaire surpassing the reference medians of the sections concerned - Percentage of students failing assessments not surpassing the thresholds set	- Results of stakeholder questionnaires (Students) - Meeting minutes of designated subjects - Test & exam reports	- Vice Principal (Learning & Teaching) - Panel Heads and S1-3 teachers of designated subjects	Procedures for setting assessment questions	'Designated subjects' = subjects which have test or exam
v. Nominating competent	Whole	Means of relevant	Results of	Vice Principal	Activities	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Remarks (For internal use only)
students to take part in learning activities with academic elements organized by external bodies	year	questions of the stakeholder questionnaire surpassing the reference medians of the sections concerned	stakeholder questionnaires (Students)	(Learning & Teaching) ♦ STEM Education & IT in Education Coordinator ♦ KLA Coordinators ♦ Panel heads of academic subjects ♦ Teachers nominating students to take part in external learning activities	offered by external organizations	
<i>Target 2: To polish the learning skills of students</i>						
i. Guiding students to jot notes in class using their mobile devices	Whole year	♦ Means of relevant questions of the stakeholder questionnaire surpassing the reference medians of the sections concerned ♦ At least 75% of S1 – S5 students forming a habit of jotting notes with their mobile devices during lessons	♦ Results of stakeholder questionnaires (Teachers & students) ♦ Teachers' observation ♦ Teacher survey	♦ Vice Principal (Learning & Teaching) ♦ Panel Heads and S1-S5 teachers of academic subjects concerned	♦ Mobile application for taking notes	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Remarks (For internal use only)
		of academic subjects				
ii. Requiring students to compile learning journals containing such elements as extra materials, errors made and revision notes	Whole year	- Means of relevant questions of the stakeholder questionnaire surpassing the reference medians of the sections concerned - More than 50% of each level of S4 and S5 students compiling learning journals of the chosen subject(s) given the full score in the relevant component of the assessment of learning attitude	- Results of stakeholder questionnaires (Teachers & students) - Teacher survey	- Vice Principal (Learning & Teaching) - Panel Heads and S4-S5 teachers of elective subjects concerned	Guidelines and rubrics for compiling learning journals	
<i>Target 3: To improve the proficiency of English language and Chinese language of junior-level students</i>						
i. Refining panel policies on pre- and post-lesson enhancement and remedial support to follow	Whole year	Means of relevant questions of the stakeholder questionnaire surpassing the reference medians of the sections concerned	- Results of stakeholder questionnaires (Students) - Minutes of panel meetings	- Panel Head of English Language - Panel Head of Junior-level Chinese Language - Teachers of S1-S3 English Language		

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Remarks (For internal use only)
		At least 75% of panel members teaching S1 – S3 holding that the revised policies can help their teaching fulfill the learning needs of students		Teachers of S1-S3 Chinese Language		
ii. Collaborating to refine teaching strategies and prepare teaching materials to tackle more effectively the issue of learner diversity	1 st Term & 2 nd Term	- Means of relevant questions of the stakeholder questionnaire surpassing the reference medians of the sections concerned - S1 – S3 teachers concerned accepting that the teaching strategies refined regularly and teaching materials of at least 2 lessons per school term prepared are conducive to enhancing the language proficiency of students - Percentage of students	- Results of stakeholder questionnaires (Students) - Minutes of panel meetings - Test and exam reports	- Vice Principal (Learning & Teaching) - Panel Head of English Language - Panel Head of Junior-level Chinese Language - Teachers of S1-S3 English Language and Chinese Language	Collaborative Planning lesson	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Remarks <i>(For internal use only)</i>
		failing assessments of at least 75% of the classes not surpassing the thresholds set by the school				

Major Concern 2: Enhancing the holistic growth of students by fostering values and mental well-being

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Remarks (For internal use only)
<i>Target 1: To promote the priority values and attitudes more effectively through the theme 'RISE above' (Resilience, Integrity, Self-reflection and Empathy)</i>						
i. Incorporating specific values and attitudes into academic and non-academic curriculum planning	Whole year	♦ All subject panels were able to indicate at least 3 topics/ activities, within the academic year and for each level, which values could be incorporated. ♦ All functional committees were able to indicate activities/measures within the academic year, which values could be incorporated. ♦ All subject panels / functional committees were	♦ (For all strategies/tasks) Results of stakeholder questionnaires (Teachers & students) ♦ Record form ♦ learning and teaching materials produced	♦ Assistant Principal (Student Development) ♦ All Subject Panel Heads and S1-S5 Level Coordinators ♦ All Functional Committee Heads	♦ Record form ♦ File storage location	♦

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Remarks (For internal use only)
		able to produce the learning and teaching materials.				
ii. Preparing and conducting lessons or organizing activities, including a reflective part, for promoting values and attitude		At least 50% of students making serious reflections on the values and attitudes delivered in the lessons, assignments and / or activities of designated subjects / committees	- Teacher survey - Teachers' observation - Quality of reflections made by students	- Assistant Principal (Student Development) - All Subject Panel Heads and Level Coordinators - All Functional Committee Heads - S1-S5 Teachers who prepare/conduct the lessons	- Survey forms - Reflection forms	- Among the topics/activities indicated by subject panels/functional committees in target (i), they are required to incorporate a reflective component in at least one topic/activity, and it may not necessarily need to be incorporated in all topics/activities. - The scale of the reflective component need not be very big. For example, it could be a question in an assignment asking students to give two lines of reflection. - However, for activities related to strategies/tasks iii – vi or other large-scale activities that use 'RISE above' as the main theme to evoke values, irrespective of the
iii. Organizing moral movie appreciation on specific values for each level (S1-S6)		At least 50% of teachers conducting lessons / supervising activities organized by designated subject panels /		Moral and Civic Education Committee, in collaboration with other Functional Committees		
iv. Organizing moral talks/workshops to promote integrity				- Discipline Board - Moral and Civic Education		

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Remarks (For internal use only)
(Integrity)		functional committees for promoting designated values and attitudes finding participants responding positively to the messages delivered		Committee		theme related to other fields (e.g., subject), more in-depth reflection will be expected.
v. Organizing life-wide learning and life-planning activities to strengthen resilience of students (Resilience)				♦ Life-wide Learning Coordination Committee ♦ Careers Team		
vi. Organize cultural exchange and service-learning activities to promote deeper understanding on different culture and empathy towards others (Empathy)				♦ Global Learning Committee ♦ Service Learning Committee		
Target 2: To improve the mental health of students						
i. Preparing lessons and / or organizing activities promoting 4Rs (rest, relaxation, relationship, resilience)	Whole year	♦ (For ALL strategies/tasks) Q-score of relevant APASO-III items reaching at least 100 ♦ At least 50% of students reflecting on	♦ (For ALL strategies/tasks) Q-scores of APASO-III survey ♦ Students’ reflections ♦ Teachers’ observation ♦ Teacher survey	♦ Assistant principal (Student Development) ♦ Pupil Guidance Team ♦ S1-S6 Form-teachers	♦ Survey forms ♦ Reflection forms	♦

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Remarks (For internal use only)
		lessons/activities with positive sentiments. ♦ At least 50% of teachers conducting / supervising activities organized by designated subject panels / functional committees promoting designated elements of 4Rs for each class they teach finding students responding positively to the activities prepared for them				
ii. Enhancing the atmosphere of mutual appreciation		♦ At least 50% of teachers agreeing	♦ Teachers' observation	♦ Assistant Principal (Student	♦ Survey forms	♦

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Remarks (For internal use only)
through methods such as class activities and showcasing students' work		that the work done has enhanced the atmosphere of mutual appreciation	♦ Teacher survey	Development) ♦ Moral and Civic Education Committee ♦ Subject Panels / Functional Committees which have students' work to be showcased in classrooms, school bulletin boards, publications, social media, and other platforms.		
iii. Setting up a Mental Health Corner		♦ At least 50% of sampled student participants reflect on their experience with sentiments. ♦ At least 50% of teachers responsible finding the work	♦ Teachers' observation ♦ Teacher survey ♦ Student participants' reflections	♦ Assistant Principal (Student Development) ♦ Pupil Guidance Team	♦ Grant for setting up the Mental Health Corner ♦ Survey forms ♦ Reflection forms	♦

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Remarks (For internal use only)
		of ambassadors have enhanced the mental well-being of the students of the school				
iv. Introducing Student Mental Health Ambassadors		At least 50% of teachers responsible finding the work of ambassadors have enhanced the mental well-being of the students of the school.	- Teachers' observation - Teacher survey	Pupil Guidance Team	- Training for Student Mental Health Ambassadors - Survey forms	
v. Arranging S4 students not taking Math M1/M2 to attend simultaneous non-academic lessons that include activities aimed at enhancing students' mental well-being		At least 50% of teachers involved in the coordination work or conduction/supervision of lessons concluding that the activities can	- Teachers' observation - Teacher survey	- Vice Principal (Learning and Teaching) - Assistant Principal (Student Development) - Non-academic Subject Panels concerned	Survey forms	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Remarks (For internal use only)
		help promote mental health of students.		♦ Functional Committees Concerned		
vi. Building a supportive space for student well-being by introducing more leisure activities during lunchtime, e.g. regular song dedication session and band performance		♦ At least 50% of teachers involved in the coordination or organization of activities concluding that the activities can help promote mental health of students.	♦ Teachers' observation ♦ Teacher survey	♦ Assistant Principal (Student Development) ♦ Student Bodies concerned	♦ Survey forms	♦