



School 2024-2027
Development Plan

Li Sing Tai Hang School
School Development Plan 2024-2027

CONTENT

1. School Vision and Mission	P.2
2. School Goals	P.2
3. School Motto	P.2
4. Holistic Review of School Performance	P.3
5. Major Concerns of the 2024/25 – 2026/27 School Development Cycle	P.14

1. School Vision and Mission

At Li Sing Tai Hang School, our vision is to create a nurturing and stimulating environment where every child can flourish and achieve their full potential. We are committed to providing equal educational opportunities to all students in Hong Kong, ensuring that they are equipped with the knowledge, skills, and values needed to succeed in an ever-changing world.

Our mission is to foster a love for learning and inspire lifelong self-directed learning, while promoting a sense of responsibility, positive values, and community awareness among our students. We aim to cultivate good citizens who are well-rounded, compassionate, and ready to contribute positively to society.

2. School Goals

- 2.1. Cultivate students' ability to enjoy learning and engage in lifelong self-directed learning to realize their potential.
- 2.2. Foster students' sense of responsibility and positive values.
- 2.3. Encourage students to understand society and care for their community, becoming good citizens who contribute to society.
- 2.4. Establish a ladder of educational growth for students.

3. School Motto

Our school motto is "Wisdom, Benevolence and Courage". To enable students to be part of our community, we provide them with comprehensive knowledge, foster their self-learning abilities and develop their interest in the pursuit of knowledge. In addition, students are encouraged to care for others and contribute to the community. Our school believes that students will have a promising future when they face difficulties with courage and a positive attitude.

4. Holistic Review of School Performance

4.1. Effectiveness of the School Development Plan for the 2021/2022 – 2023/2024 cycle

Concerns and Goals	Degree of Compliance	Follow-up Methods
<p>1. Enhance learning effectiveness through self-directed learning.</p> <p>1.1. Strengthen the elements of self-directed learning in teaching</p> <p>1.2. Enhance students' self-directed learning attitudes, abilities and skills</p>	<p>Fully compliant</p> <ol style="list-style-type: none"> 100% of students are able to master self-directed learning strategies. According to the results of the stakeholder survey, 71.4% of the students believed that they were able to learn actively inside and outside the classroom, and 71.9% of the parents and 84.6% of the teachers were satisfied with the performance of their children and students in self-directed learning. Students are willing to complete their self-directed learning assignments, have a positive learning attitude, are interested, and achieve satisfactory results. Students' self-directed learning attitudes and abilities have been enhanced, and students have learned to set learning goals, plan for learning or revision, select effective strategies and conduct in-depth reflections, with good results. 	<p>Incorporate regular work</p> <ol style="list-style-type: none"> Regularization of self-directed learning assignments: 4 assignments per level for Chinese and Mathematics subjects, 3 assignments per level for English subjects, and 7 assignments per student per year to ensure sufficient practice opportunities. Regularization of self-directed learning and teaching: The element of self-directed learning has been infiltrated into the daily teaching and coursework of all subjects. Regularization of Chinese, English and Mathematics note-taking teaching: Students have generally mastered the strategies of taking notes, such as circle key words, use mind maps to assist learning, etc. Regularization of "Study Timetable Plan 溫習時間表計劃": The study timetable is included in the student handbook, which is conducted during each assessment to systematically train students to plan their own revision time.
<p>2. Cater for student diversity and promote student learning.</p> <p>2.1. Cater for student diversity and promote student learning.</p> <p>2.2. Cater for students' abilities and learning needs, and to enhance students' reading volume and interest in reading</p>	<p>Partially met</p> <ol style="list-style-type: none"> From the teaching design, assignments and lesson observation, teachers can cater for students' different learning styles. Through various enhancement and remedial programmes, such as Chinese/Mathematics "Self-Improvement Programme 自我超越計劃," Chinese/Mathematics "Leap Programme 飛躍計劃," "Chinese Reading Sharing Programme 中文閱讀分享計劃," etc., to cater for the needs of students with different abilities. 	<p>Incorporate regular work</p> <ol style="list-style-type: none"> Regularisation of Diversity in Teaching Design: Formulate the "C35 Diversity Teaching and Learning Strategies" guideline. In the next cycle, Chinese, English, and Mathematics teachers apply strategies that accommodate differences in abilities and learning styles in their classroom instruction and assignment design to enhance effectiveness. Enhancing the Academic Support Mechanism: Formulate the "D23 Academic Support" policy to strengthen, establish and improve the academic support mechanism according to the needs of different students.

Concerns and Goals	Degree of Compliance	Follow-up Methods
	<p>3. However, some underprivileged students come from families with weak support, and some even have emotional issues. Support strategies need to be optimized.</p>	<p>Continue to set priorities for the next development cycle and adjust targets.</p> <p>The Librarian Section strengthens its efforts to promote reading, enhances the curriculum of book classes, and links concerns to promote reading through interdisciplinary learning.</p>
<p>3. Strengthen students' law-abiding spirit</p> <p>3.1. Let students understand the importance of obeying social laws</p> <p>3.2. Enhance students' awareness of law-abiding</p>	<p>Fully compliant</p> <p>95% of the students said they understood the importance of obeying social laws and the consequences of breaking the law.</p>	<p>Incorporate regular work</p> <p>The Discipline and Guidance Section organises at least one seminar or activity related to offences and criminal liabilities every year.</p>
<p>4. Establish healthy lifestyle habits</p> <p>4.1. Students can practice healthy living</p>	<p>Partially met</p> <p>1. According to the APASO, the Q value of "physical fitness/physical exercise" in "Healthy Lifestyle" was 116, reflecting that students focus on physical exercise and health, and consider themselves to have a strong physique.</p> <p>2. According to the stakeholder survey, 64.8% of the students and 63.6% of their parents believed that there was room for improvement in the students' ability to practice a healthy lifestyle, such as having an orderly work and rest, exercising moderately, and knowing how to relieve stress.</p> <p>3. 80% of the lower primary students and 96% of the upper primary students agreed that they could understand their daily habits of using electronic devices, understand the causes and consequences of Internet addiction, and learn ways to reduce the use of electronic devices.</p> <p>4. 71% of the students completed the "Healthy Living Booklet 健康生活冊" and agreed that the booklet could help them review their lifestyle habits.</p>	<p>Continue to set priorities for the next development cycle and adjust targets</p> <p>In the next cycle, strengthen the collaboration among various subject groups in classroom learning, life-wide learning, practice and service, and whole school atmosphere, and implement the Healthy Living Plan.</p>

Concerns and Goals	Degree of Compliance	Follow-up Methods
	5. 70% of the students completed the "Health Ambassador Online Training Programme 健康大使網上訓練計劃". 100% of the students agreed that they learned about healthy living through the activities.	

4.2. Using the seven learning objectives as the reflection points of self-evaluation, the school has done well in promoting students' whole-person development and lifelong learning.

4.2.1. How well have students performed in achieving the seven learning objectives?

4.2.1.1. *Academic Performance: Is the student able to master and apply the knowledge and skills learned? How well did students perform in learning activities and coursework? What are the students' generic skills? What is the student's language ability and reading habits?*

4.2.1.1.1. In terms of external and internal results, students performed the best in English. In 23-24, 22 students took the English Reading Comprehension test in the ICAS examination, 1 student obtained the Higher Honours Certificate (among the top 1% of Hong Kong students), 2 students received the Honours Certificate (top 10% of Hong Kong students), and 9 students received the Merit Certificate (top 25% of Hong Kong students). In Writing, 2 students received Honours Certificate (top 10% of Hong Kong students) and 3 students received Merit Certificate (top 25% of Hong Kong students). In terms of Mathematics, the results of the territory-wide systematic assessment of NCS students showed that grade 6 was higher than the average. Generally speaking, due to the impact of the epidemic in the past few years, the results have declined, but they have gradually recovered this year. In Chinese, due to several years of the epidemic and a large number of non-Chinese transfer students with zero starters, the results have been affected.

4.2.1.1.2. Most of the students have a strong interest in learning and are willing to learn. With the support of the school, most of the students are able to complete their daily schoolwork seriously. In recent years, with the vigorous promotion of the school, students' self-directed learning attitude and ability have been greatly enhanced, and students have learned to set learning goals, plan for learning or revision, choose effective strategies and conduct in-depth reflection, with good results. In addition to early reading, an e-reading award scheme has also been introduced in Chinese and English subjects, but the interest and habit of reading still need to be strengthened.

4.2.1.1.3. In terms of generic skills, students performed well in communication skills, IT skills, self-management and self-learning skills. Critical thinking, creativity, problem-solving and collaboration skills need to be strengthened.

- 4.2.1.1.4. In terms of information literacy, students have good general information literacy skills, but there is still room for improvement in the effective and ethical use of information and in their understanding of the information world. °
- 4.2.1.2. *Affective Development and Attitudes: What is the student's self-concept? What is the student's attitude towards learning? What is the moral character of the students? What are their values and attitudes towards social harmony, civic duty, national identity, etc.? Can information and information technology be used ethically? Can students master self-management skills, such as developing healthy lifestyle habits, maintaining emotional stability and dealing with stress?*
- 4.2.1.2.1. Most of the students are polite and obedient, kind and friendly, have a good relationship with teachers and students, and love the school. However, there is room for improvement in self-concept.
- 4.2.1.2.2. The majority of students have a positive attitude towards national identity and have correct perceptions and concepts of the national flag, national anthem and achievements, but there is still room for improvement in their understanding of national security. However, most of the students are non-Chinese students with their own home cultures, and their knowledge and understanding of Chinese culture and history still need to be strengthened.
- 4.2.1.2.3. Generally, students do not have much network troubles and have network security awareness; however, the knowledge of preventing online deception needs to be strengthened, and the problem of internet addiction still needs attention.
- 4.2.1.2.4. Mental health issues need to be given greater attention, especially for girls.
- 4.2.1.2.5. In terms of physical health, due to the impact of the epidemic, the average performance of students in all aspects of physical fitness (6/9 minutes endurance running, palm pressure, sit-ups, flexibility, hand grip strength and BMI) was significantly lower than that before the epidemic, and the data of various tests showed that the test performance of each age group was no less than 10% worse than before. With the abdication of the epidemic, after about a year of strengthening the promotion of students' independent exercise and physical fitness training to help students improve their physical fitness, the physical fitness test results of students this year have gradually improved.
- 4.2.1.2.6. Although most of the students are able to learn about their interests and further studies and career information from the activities arranged by the school, although they are inferior to the norm in Hong Kong in terms of education level and career expectations, as more than 80% of our students come from different ethnic cultures, their value recognition of academic and career development may not be consistent with that of the mainstream society.

- 4.2.1.3. *Extracurricular Performance: How involved and accomplished students are in school activities? What is the student's participation and achievement in inter-school activities and open/international competitions? How are students developing in terms of physical fitness?*
- 4.2.1.3.1. Due to the impact of the pandemic, students' participation in on-campus and off-campus activities and competitions has been greatly reduced. As the epidemic subsided, schools gradually implemented diversified activities and participated more in extra-school activities and competitions to enrich students' learning experience.
- 4.2.1.3.2. In terms of extracurricular activities, students stand out particularly in taekwondo and dance.
- 4.2.1.3.2.1. Hong Kong Primary School Sector Character Competition 2023: 1 Individual Champion, 2 First Runners-up, 1 Second Runner-up, 2 Third Runners-up and 2 Merit Awards
- 4.2.1.3.2.2. 2024 4th Asia Pacific Dance Competition – Ensemble: Champion of Year 5 & 6 Category
- 4.2.1.3.2.3. Silver Award in the 2024 Jazz Dance Primary School (Upper Primary) Professional Dance Competition
- 4.2.1.3.2.4. Quarterfinals of the Hong Kong Island East Primary School Volleyball Competition
- 4.2.2. In order to promote students' whole-person development and lifelong learning, how well do schools enriches students' learning experiences?
- 4.2.2.1. *Curriculum and Assessment: How can schools organise a balanced and broad-based curriculum and make good use of the concept of learning hours to help students acquire rich learning experiences both inside and outside the classroom, so as to achieve the seven learning objectives?*
- 4.2.2.1.1. The school reviewed and made a holistic plan for each KLA, and in terms of progress, it was not only to ensure that the necessary learning content was covered, but also to integrate the seven learning objectives into the daily classroom. In addition, students are also enhanced through life-wide learning or activities of different subject groups, such as "Chinese Culture Day 中華文化日", "Fruit Day 水果日," etc.
- 4.2.2.1.2. Schools arrange activities on special days or traditional Chinese festivals, such as the National Memorial Day, National Day, Hong Kong Special Administrative Region Establishment Day, National Day, Lunar New Year, etc., or hold flag-raising ceremonies or set up display panels to enhance students' understanding of the country and Chinese culture.
- 4.2.2.1.3. To implement whole-person education, in addition to the regular curriculum, schools make effective use of the concept of learning hours to provide diversified courses, such as thinking training courses, CoolThink computational thinking courses, Chinese drama courses, mindfulness classes, personal growth courses, Active School projects and multiple intelligences courses, etc.
- 4.2.2.1.4. The post-examination period is more diversified with themes covering seven learning objectives, such as Project Learning Day, STEAM Day, Chinese Culture Day, Mental Health Carnival 精神健康嘉年華, swimming lessons, astronomy lessons, volunteer service, visiting bookstores,

and on-campus book fair, LEAP Life Education Workshops, thematic talks, large-scale activities of subject groups, intramural sports competitions (competitive games/dodgeball/rope skipping), Integrated Curriculum (visits: Road Safety City, Science Museum, Hong Kong Park, Central Mail Centre, Space Museum, Centre for the Visually Impaired Centre, Drug Information Centre, Election Information Centre, History Museum, Correctional Services Museum, Legislative Council, Civic Gallery, etc.). However, there is still room for strengthening the interdisciplinary learning elements to deepen the effectiveness of learning. There is also room for optimisation in the distribution of the seven learning objectives, such as life planning and life education.

- 4.2.2.1.5. To develop students' diverse potential, the school offers a wide range of extra-curricular activities: rugby, lacrosse, a cappella singing, jazz dance, street dance, English script writing, taekwondo, cricket, violin, roller skating, volleyball, guitar, English drama, Chinese speech, board games, hand chime, creative arts, ornament making, drone courses, IoT certificate courses, Cub Scouting, fun magic, English debate, MC class. In addition, through the "Rising Star 明日之星" and external resources, the school provides scholarships to focus on nurturing top talents in different fields.
- 4.2.2.1.6. In addition to integrating into the classrooms of different subjects, the school promotes value education through weekly assembly, personal growth classes, and homeroom period. For example, the 10 overarching values and attitudes are incorporated into the monthly assembly theme, and students and teachers are asked to interpret different themes during the weekly assembly. The personal growth curriculum covers different areas from individuals to groups, and adopts inquiry-based teaching to cultivate students' correct values, but life education and life planning still need to be strengthened. The overall planning of homeroom period is to establish a class style, bring positive values education into life, and complement the personal growth lesson. From daily observations, students still have room for improvement in values such as diligence, responsibility, and perseverance.
- 4.2.2.1.7. From the progress of KLA, it can be seen that value education has been infiltrated into daily teaching, but from the observation of lessons, it can be seen that the general classroom still focuses on knowledge and skills, and does not guide students to deeply reflect on the value orientation behind their behaviours through different activities.

- 4.2.2.1.8. STEAM Education:
 - 4.2.2.1.8.1. Popularization:
 - 4.2.2.1.8.1.1. Class level: Grades 4 to 6 participate in the CoolThink program with computational thinking courses.
 - 4.2.2.1.8.1.2. Interdisciplinary level: Grades 1 to 6 jointly plan the STEAM interdisciplinary curriculum in English, Mathematics, Visual Arts, Music and Computer Science.
 - 4.2.2.1.8.2. Eventualization: Every year, the whole school holds a two-day STEAM day.
 - 4.2.2.1.8.3. Elitization: STEM groups have been set up during the multiple intelligences period to cultivate elite students.
- 4.2.2.2. Student Support: *Can schools effectively plan school-based student support services to promote students' whole-person development? How can schools arrange support strategies for students that meet their social development needs, so as to help students develop positive values and attitudes, and enhance students' interpersonal relationships and sense of social responsibility?*
 - 4.2.2.2.1. The school promotes the whole-person development and growth of students by integrating student support services with the whole-person development of students by:
 - 4.2.2.2.1.1. Three tiers of support:
 - 4.2.2.2.1.1.1. In accordance with the Whole-School Approach to Integrated Education, schools adopt a three-tier support structure model to provide preventive and curative counselling services to about 600 to 650 person-times with special educational needs (SEN) each year. In addition, the school provides individualised learning support to plan and counsel students according to their individual needs and development goals, including "Individual Homework Tutoring Programme 個別功課輔導計劃", "Chinese/Mathematics Leap Programme 中 / 數飛躍計劃", outsourced emotional and behavioural support services, speech therapy, fine motor training groups and other social groups.
 - 4.2.2.2.1.2. Promoting Students' Mental Health:
 - 4.2.2.2.1.2.1. Since 23, the school has implemented a series of mental health activities, including: posters and golden sentences in the class, the use of the "Tree of Life 生命樹" to display students' encouragement cards, lunchtime music activities, strengthen class support, and use class-based activities to strengthen the cohesion of each class, such as class slogan competition, "Star of the Class 班中之星", mindful thinking activity, etc.

- 4.2.2.2.1.2.2. To meet the mental health needs of students, preventive measures are taken for students with mental health needs, mental health group activities led by clinical psychologists are arranged, psychological counselling services and stress games are provided to help students cope with stress, anxiety and emotional distress, promote students' mental health, and enable them to better cope with academic and life challenges.
- 4.2.2.2.1.3. Establish healthy lifestyle habits
 - 4.2.2.2.1.3.1. To develop healthy living habits, a Healthy Living Award Scheme 健康生活獎勵計劃 is organised for students to record their good lifestyle habits in a register with the following objectives: reducing daily screen time and healthy activity time; Teachers review the progress of the programme and reward students who meet the standards to encourage them to develop good habits.
- 4.2.2.3. School Management: *How can schools focus on students' whole-person development to assess the effectiveness of key development work?*
 - 4.2.2.3.1. The school makes good use of electronic analysis tools in academic assessment, which can analyse students' performance in various KLAs in multiple dimensions, and the quality of assessment is good. However, in terms of non-academic aspects, due to the wide range of assessment involved, there are many difficulties in formulating assessment criteria and tools, and the quality of assessment needs to be improved.
- 4.2.3. In order to promote students' whole-person development and lifelong learning, how well has the school led the team to continuous improvement and development?
 - 4.2.3.1. School management: *Can schools facilitate communication and collaboration among subjects and groups for the smooth implementation of school projects? Can schools make effective use of resources to implement priority development work to enhance the effectiveness of student learning and growth support and promote the effectiveness of school-based management?*
 - 4.2.3.1.1. Schools can make good use of funding and external resources to promote various key tasks, such as providing students with an iPad per student through government funding and external donations, so as to ensure that students' e-learning will not be hindered by their families' financial situation; In addition, through the application for the Quality Education Fund, two electronic blackboards per class room have been procured, so that the classroom teaching methods can be more varied, the effectiveness of video-based teaching will be enhanced, and the learning of students will be more conducive to learning.
 - 4.2.3.1.2. Schools promote different subject groups to formulate work plans for the same goal, but communication and collaboration among subject groups still need to be strengthened to achieve better effectiveness.

- 4.2.3.1.3. The school can effectively lead the team to continuously improve different learning plans, and at the same time learn the latest educational development directions, and encourage the team to promote students' whole-person development and lifelong learning through the design of different teaching activities.
- 4.2.3.2. Professional Leadership: *Can leadership and middle management manage change in response to educational development to promote continuous improvement and development of the school?*
 - 4.2.3.2.1. The leadership promotes the team to build consensus, and the formulation of major policies and guidelines will consult teachers and jointly negotiate development priorities.
 - 4.2.3.2.2. Actively arrange teacher training activities to enhance teachers' understanding of new education policies and trends, such as proactively inviting the Curriculum Development Institute of the Education Bureau to provide training on the latest Primary Education Curriculum Guide, participating in full-day courses at the Patriotic Education Support Centre, etc.

4.3. How schools can do better

4.3.1. What are the needs of students?

- 4.3.1.1. Improve Chinese language level
- 4.3.1.2. Enhance reading interest and habits
- 4.3.1.3. Strengthen cross-disciplinary learning and enhance students' comprehensive thinking ability.
- 4.3.1.4. Improve physical health, promote MVPA60, and develop healthy lifestyle habits.
- 4.3.1.5. Boost mental health.
- 4.3.1.6. Actively participate in external competitions to unleash students' diverse potential.
- 4.3.1.7. Strengthen life education.
- 4.3.1.8. Raise awareness of national security
- 4.3.1.9. To enhance understanding of Chinese history and culture
- 4.3.1.10. Strengthen life planning
- 4.3.1.11. Boost self-concept
- 4.3.1.12. Strengthen STEAM education to develop critical thinking, creativity, problem-solving and collaboration skills.
- 4.3.1.13. Improve your knowledge of online deception
- 4.3.1.14. Improve internet addiction issues

4.3.2. What is the energy for continuous improvement and development of the school?

- 4.3.2.1. The teaching team has established a culture of mutual trust, shared educational philosophy, and professional exchange.
- 4.3.2.2. Strengthen the collaboration of subject groups to promote cross-disciplinary learning and values education to achieve whole-person development.
- 4.3.2.3. There are sufficient financial resources to promote the new policies, both in both academic and non-academic sectors.

4.3.3. What are the school's development priorities to promote students' whole-person development and lifelong learning?

Students Needs	Priority	24-27 Development Cycle
1. Improve Chinese language level		
2. Enhance reading interest and habits	(Implemented in conjunction with different concerns).	✓
3. Strengthen cross-disciplinary learning and enhance students' comprehensive thinking ability. 4. Improve physical health, promote MVPA60, and develop healthy lifestyle habits. 5. Boost mental health. 6. Strengthen life education. 7. To unleash students' diverse potential through participation in external competitions.	Establish a healthy lifestyle and embrace a healthy lifestyle.	✓
8. Strengthen cross-disciplinary learning and enhance students' comprehensive thinking ability. 9. Raise awareness of national security 10. To enhance understanding of Chinese history and culture	Inherit Chinese virtues, strengthen national and national security education, and cultivate positive values and attitudes.	✓
11. Strengthen cross-disciplinary learning and enhance students' comprehensive thinking ability. 12. Strengthen life planning 13. Boost self-concept	Strengthen life planning education	
14. Strengthen cross-disciplinary learning and enhance students' comprehensive thinking ability. 15. Strengthen STEAM education to develop critical thinking, creativity, problem-solving and collaboration skills. 16. Improve your knowledge of online deception 17. Improve internet addiction issues.	Strengthen STEAM education and cultivate students' media and information literacy.	

5. Major Concerns for the 2024/25 – 2026/27 School Development Cycle

Based on the overall review of the performance of the above schools, the issues of concern are listed in order of priority:

- 5.1. Establish a healthy lifestyle and embrace a healthy lifestyle.
- 5.2. Inherit Chinese virtues, strengthen national and national security education, and cultivate positive values and attitudes.

School Development Plan 2024-2027

Major Concern 1: Establish a healthy lifestyle and embrace a healthy life

Target	Year			Month	Area	Strategy		Group Responsible
	1	2	3					
Enhance the curriculum of various KLAs to enable students to understand the importance of physical and mental health.	✓	✓		September-June	Classroom Learning	P.1-P.6 Integrated Wellness Programme 全方位身心健康課程 : Integrate elements of healthy living and life education into the curriculum across all KLAs.		All subjects
	✓				Staff Development	Professional Development : Enhance the effectiveness of the “Integrated Wellness Programme 全方位身心健康課程” through teacher training activities		All subjects
	✓				Staff Development	Professional Development : Strengthen the teacher training of life education and wellbeing		Discipline & Guidance
Enhance the overall health culture of the school and practice healthy living.	✓	✓	✓	September-June	Whole School Atmosphere, Life-wide Learning	4Rs Mental Health Charter 4Rs 精神健康約章 : Build a mental health school	4Rs	All subjects
	✓	✓	✓		Classroom Learning	Physical education and arts lessons : Additional P.E. and arts lessons hours for P.1-P.6	Relaxation	P.E., Visual Arts, Music
	✓	✓	✓		Classroom Learning	Mindfulness Programme : Expand the mindfulness curriculum to include parents, enhancing the mental well-being of students and families.	Relaxation, Resilience	Discipline & Guidance
Enhance students' awareness of mental health, enhance students' resilience and enable them to face adversities and changes in their physical and mental growth.	✓	✓	✓	September-June	Whole School Atmosphere	Active Recess 活力小息 : Provide more physical activity facilities and equipment during breaks to increase students' opportunities for exercise.	Relaxation, Relationship	P.E.
	✓	✓	✓		Whole School Atmosphere	Dance Together 舞動校園 : Promote a school-wide culture of sports participation during breaks.	Relaxation, Relationship	P.E.

Target	Year			Month	Area	Strategy	Group Responsible	
	1	2	3					
	✓	✓	✓		Whole School Atmosphere	Sports Equipment: Upgrade sports equipment for use in various activities.	Relaxation	P.E.
	✓	✓	✓		Whole School Atmosphere	Rest Time: Arrange for students to have 30% of their time each week at school for rest and relaxation.	Rest	School Affairs
	✓	✓	✓		Policy	Homework Policy: Low stress homework policy	Rest	Curriculum
	✓	✓	✓		Policy	Homework Support: Arrange homework tutorial every day	Rest	Discipline & Guidance
	✓	✓	✓		Policy	Assessment Policy: No assessments for P.1 in the first term	Rest	Curriculum
	✓	✓	✓		Policy	Home-school Communicaton: Explain the homework policy to parents	Rest	School Affairs
	✓	✓	✓		Policy	Holiday work: Cancel academic homework during the holidays	Relaxation, Rest	Curriculum
	✓	✓	✓		Whole School Atmosphere	Recess for All 全民小息: All students participate in recess without engaging in any study, discipline, or tutoring activities.	Relaxation, Rest, Relationship	Discipline & Guidance
	✓	✓	✓		Life-wide Learning	Life-wide Learning Programme 全方位學習課程: Enhance healthy living and life education elements.	Relaxation, Resilience, Relationship	Activities
	✓	✓	✓		Whole School Atmosphere	Homeroom Activities: Promote bonds among students in class, e.g. Class Birthday Party 班本生日會	Relaxation, Relationship	Discipline & Guidance
	✓	✓	✓		Whole School Atmosphere	Help Wanted Reward Scheme 關愛別人獎勵計劃: Encourage students to demonstrate kindness and helpfulness in their daily lives.	Relationship	Discipline & Guidance
	✓	✓	✓		Classroom Learning	Harmonious School – Respect and Friendship and No Bullying Project 和諧校園 – 尊重友愛 拒絕欺凌計劃: Enrich the Personal Growth curriculum, help students learn to respect and love each other, and reject bullying.	Resilience, Relationship	Discipline & Guidance
	✓	✓	✓		Classroom Learning	Gratitude, Forgiveness, Happiness Project 愈感恩、愈寬恕、愈快樂: Foster students appreciation for blessings and enhance their sense of happiness.	Resilience, Relationship	Discipline & Guidance
	✓	✓	✓	October	Whole School Atmosphere, Life-wide Learning	Mental Health Carnival 精神健康嘉年華- Music activities	Relaxation	Music

Target	Year			Month	Area	Strategy	Group Responsible	
	1	2	3					
	✓	✓	✓		Whole School Atmosphere, Life-wide Learning	Mental Health Carnival 精神健康嘉年華 -Arts activities	Relaxation	Visual Arts
	✓	✓	✓		Whole School Atmosphere, Life-wide Learning	Mental Health Carnival 精神健康嘉年華 -Sports activities	Relaxation	P.E.
	✓	✓	✓		Whole School Atmosphere, Life-wide Learning	Mental Health Carnival 精神健康嘉年華 -Booth games	Relaxation, Resilience	Discipline & Guidance
	✓	✓	✓		Whole School Atmosphere, Life-wide Learning	Mental Health Carnival 精神健康嘉年華 -Resilience activities	Resilience	Discipline & Guidance
	✓	✓	✓		Whole School Atmosphere	Mental Health Carnival 精神健康嘉年華 -4Rs Charter	Relaxation, Relationship	Discipline & Guidance
	✓	✓	✓		Whole School Atmosphere	Mental Health Carnival 精神健康嘉年華 -Ice-cream Cheering	Relaxation, Relationship	Discipline & Guidance
	✓	✓	✓		Whole School Atmosphere, Life-wide Learning	Mental Health Carnival 精神健康嘉年華 -Movie Time	Relaxation, Resilience	Discipline & Guidance
	✓	✓	✓		Whole School Atmosphere, Life-wide Learning	Mental Health Carnival 精神健康嘉年華 -Talk	Resilience	Discipline & Guidance
	✓	✓	✓	December	Whole School Atmosphere	Week of Polite -Star of the Class (Polite)	Relationship	Discipline & Guidance
	✓	✓	✓	<i>the Month of Relationship</i>	Whole School Atmosphere	Week of Polite -Weekly Assembly Sharing (polite behaviors in different cultures)	Relationship	Discipline & Guidance
	✓	✓	✓		Whole School Atmosphere	Week of Polite -Display poster/slogan/banner (Polite)	Relationship	Discipline & Guidance

Target	Year			Month	Area	Strategy	Group Responsible
	1	2	3				
	✓	✓	✓		Whole School Atmosphere	Week of Polite -Home-school cooperation (Polite)	Relationship Home-school
	✓	✓	✓		Whole School Atmosphere	Weekly Assembly Sharing (Relationship)	Relationship Discipline & Guidance
	✓	✓	✓		Whole School Atmosphere	Book Recommendations 好書推介 (Relationship)	Relationship Library
	✓				Whole School Atmosphere	Soul Jukebox 心靈點唱機 : Positive songs will play at lunchtime, with teachers and students invited to sing along with the jukebox to share uplifting messages and promote self-care and caring for others.	Relaxation, Relationship Discipline & Guidance
		✓			Whole School Atmosphere	Heartwood 愛心樹 : Hang the encouragement cards of the Heartwood to encourage classmates.	Resilience, Relationship Discipline & Guidance
			✓		Whole School Atmosphere	One-page Introduction 一頁簡介 (lower primary) / Our Strengths 我們的強項 (upper primary) : Explore students' interests, hobbies, and challenges, helping them appreciate themselves and understand their classmates better.	Resilience, Relationship Discipline & Guidance
	✓	✓	✓	January	Whole School Atmosphere	Meaningful Life 意義人生 : Talk	Relationship Discipline & Guidance
	✓	✓	✓	March	Whole School Atmosphere	Parent Education : Rest	Rest Home-school
	✓	✓	✓	<i>the Month of Rest</i>	Whole School Atmosphere	Weekly Assembly Sharing (Rest)	Rest Discipline & Guidance
	✓	✓	✓		Whole School Atmosphere	Display : poster/slogan/banner (Rest)	Rest Discipline & Guidance
	✓	✓	✓		Whole School Atmosphere	Home-school Cooperation (Rest)	Rest Home-school
		✓	✓		Practice & Service	Dream Maker Reward Scheme : Encourage good sleeping habits	Rest Discipline & Guidance
		✓	✓	May	Practice & Service	LS Fitness Star Award LS 活力之星獎勵計劃 : Promote MVPA60 exercise plan	Relaxation, Resilience P.E.
	✓	✓	✓	<i>Month of Resilience</i>	Whole School Atmosphere	Star of the Class 班中之星 (Resilience)	Resilience Discipline & Guidance
	✓	✓	✓		Whole School Atmosphere	Weekly Assembly Sharing (Resilience)	Resilience Discipline & Guidance

Target	Year			Month	Area	Strategy	Group Responsible
	1	2	3				
	✓	✓	✓		Whole School Atmosphere	Book Recommendations 好書推介 (Resilience)	Resilience Library
	✓	✓	✓		Whole School Atmosphere	Poster Design Competition (Resilience)	Relaxation, Resilience Visual Arts
	✓	✓	✓		Whole School Atmosphere	Display: poster/slogan/banner (Resilience)	Resilience Discipline & Guidance
	✓	✓	✓		Whole School Atmosphere	Home-school Cooperation (Resilience)	Resilience Home-school
	✓	✓	✓	June	Whole School Atmosphere, Life-wide Learning	Healthy Living Day 健康生活日 -Booth games	Relaxation Discipline & Guidance
	✓	✓	✓	<i>the Month of Relaxation</i>	Whole School Atmosphere, Life-wide Learning	Healthy Living Day 健康生活日 -Sports activities	Relaxation P.E.
	✓	✓	✓		Whole School Atmosphere, Life-wide Learning	Healthy Living Day 健康生活日 -Talk	Relaxation, Resilience Discipline & Guidance
	✓				Whole School Atmosphere, Life-wide Learning	Parent-child Sports Workshop: Help parents understand the importance of sports for a healthy lifestyle and encourage parent-child exercise to strengthen their relationship.	Relaxation P.E.
	✓	✓	✓		June	Practice & Service	Meaningful Life 意義人生: Foster students' respect for diverse social strata and cultivate benevolence through social service.
	✓	✓	✓	July	Whole School Atmosphere	Whole School Performance 全民表演: Classes perform on stage themed around annual concerns, boosting student self-confidence and fostering class unity.	Relaxation, Relationship Discipline & Guidance

Major Concern 2: Inherit Chinese virtues, strengthen national and national security education, and cultivate positive values and attitudes

Target	Year			Month	Area	Strategy	Group Responsible
	1	2	3				
Through interdisciplinary learning, inherit Chinese virtues and strengthen education on national and citizen security.	✓	✓	✓	September-June	Classroom Learning	Ancient Chinese Poem Curriculum: Incorporate ancient Chinese poetry into the curriculum and teach it in Open Learning Space lessons	Chinese
		✓	✓		Staff Development	Professional Development: Enhance the effectiveness of the "Comprehensive National and National Security Education Curriculum 全方位國民及國家安全教育課程" through teacher training activities.	All subjects
		✓			Staff Development	Professional Development: Strengthen the teacher training of national security.	Discipline & Guidance
Through diverse activities, enrich the experience of Chinese culture and cultivate good character.	✓	✓	✓	September-June	Life-wide Learning	External Activities and Competitions: Participate in external activities and competitions related to national education	All subjects
	✓	✓	✓		Life-wide Learning	Life-wide Learning Programme 全方位學習課程: Enhance Chinese cultural elements.	Activities
	✓	✓	✓		Life-wide Learning	Di Zi Gui Class 弟子規班: Hold a Di Zi Gui Class after school	Chinese
	✓	✓	✓		Practice & Service	Practice: Implement various activities to practice patriotism education	All subjects
	✓	✓	✓		Practice & Service	Flag-raising Team Training: Hire professionals to train the Chinese-style flag-raising team	Discipline & Guidance
	✓	✓	✓		Practice & Service	Flag-raising Ceremony: Regularly display the national flag and sing the anthem on key calendar days	Discipline & Guidance
	✓	✓	✓		Whole School Atmosphere	Weekly Assembly Sharing (Chinese culture)	Discipline & Guidance
	✓	✓	✓		Whole School Atmosphere	Talks Under the National Flag: Held after the flag-raising ceremony during weekly assemblies to discuss Chinese culture and national education topics.	Discipline & Guidance
	✓	✓	✓		Whole School Atmosphere	Internal Activities and Display: Chinese traditional festivals, moral education themes, school-wide activities, and thematic activities.	Discipline & Guidance
	✓	✓	✓	January <i>The Month of Chinese Culture</i>	Whole School Atmosphere, Life-wide Learning	The Month of Chinese Culture 中華文化月 and Chinese Culture Day 中華文化日	Discipline & Guidance