

TSUEN WAN PUBLIC HO CHUEN YIU MEMORIAL COLLEGE



Major Concerns:

1. To nurture HCYers to be self-directed and effective learners (自主學習 多元發展)

- 1.1 To introduce note-taking skills
- 1.2 To promote “Reading to Learn”
- 1.3 To promote STEAM education

2. To foster a positive and caring school environment conducive to the whole-person development of HCYers (建構關愛校園 成就全人發展)

- 2.1 To raise the self-esteem of HCYers and strengthen their sense of belonging to the school
- 2.2 To cater for the diversified developmental needs of students and enhance the mental health of students, parents and teachers
- 2.3 To strengthen values education with specific emphasis
- 2.4 To broaden students’ perspectives and heighten their awareness of the needs of others in the community and society, and to promote civic sense and understanding of the home country
- 2.5 To promote specific priority values and attitudes conducive to the whole-person development of students

1.1: To introduce note-taking skills**Feedback and follow-up actions from the previous school year:**

Note-taking elements were integrated in the curricula of all F.1 and F.2 academic subjects in the previous year and positive feedback was received from subject departments. This strategy will be implemented in all junior forms in the coming year and reviews will be conducted to evaluate students' performance.

Target: Students will develop note-taking skills to consolidate their learning

Implementation Strategies	Success Criterion	Methods of Evaluation	Time Scale	Responsible parties	Resources Required
(a) Strengthen note-taking skills in F.1 Bridging Course	● Students develop a habit of taking notes in their learning	● Book check on students' note-taking tasks	9/2024 -8/2025	● Academic Affairs Committee	● Electronic devices
(b) Integrate note-taking elements in the curricula and coursework of all junior forms' academic subjects	● All junior forms academic subjects integrate note-taking elements in the curricula and coursework	● Minutes of subject panels		● Learning and Teaching Committee	
(c) Conduct note-taking tasks and make good use of mobile learning in Science and STEAM lessons	● Students develop a habit of taking notes and learning online in lessons regularly	● Departmental reflection notes		● Minutes of Science and STEAM Departments	
(d) Create a self-reflection form for students to assess their own note-taking performance and conduct review to evaluate students' performance	● Students give positive feedback in the self-reflection form	● Students' self-reflection forms		● Academic Affairs Committee	

1.2: To promote “Reading to Learn”

Feedback and follow-up actions from the previous school year:

All “Reading to Learn” measures and activities effectively enhanced students’ awareness on the importance of reading in their learning across the curriculum: 2 LAC projects were successfully launched (English x Geography, English x Math). 100% of students participated in the Morning Reading and 9 LAC reading activities were organized to develop students’ interests in reading-related areas. In addition, book fairs and themed book exhibitions were held in school library throughout the year. In 2024-2025, all “Reading to Learn” measures will continue, so that the active reading atmosphere can be strengthened among students. Two LAC projects will be launched (English x Science, English x History). The plan to renovate the school library will go on to provide a better environment for students to enjoy the fun of reading and related activities.

Target: Students will participate more actively in “Reading to Learn” activities and become active readers

Implementation Strategies	Success Criterion	Methods of Evaluation	Time Scale	Responsible Parties	Resources Required
(a) All subject departments conduct reading tasks at least twice per academic year	● Teachers give positive feedback	● Minutes of subject departments	9/2024 -8/2025	● Subject departments	● Budget for running activities
(b) Organize reading activities	● Students develop interests in reading-related activities	● Minutes of LAC Committee		● LAC Committee and Library	
(c) Enhance the effectiveness of Morning Reading Session	● Students give positive feedback related to reading	● Stakeholder survey		● LAC Committee	
(d) Promote Reading-Across-the-Curriculum among English, Science (Junior Forms) & History	● Students could apply subject-related terms in their learning	● Minutes of LAC Committee, Science (Junior Forms) & History departments		● LAC Committee, Science (Junior Forms) & History Departments	
(e) Create more space for reading in campus	● Renovation of the school library to improve the reading environment	● Plan for QEF application		● General Affairs Committee	

1.3: To promote STEAM education**Feedback and follow-up actions from the previous school year:**

The new curriculum for F.1 STEAM lessons was successfully implemented in the previous year. Framework for F.2 STEAM lessons was created and will be implemented in 2024-2025. New teaching materials were purchased. More STEAM activities will be introduced.

Target: Students will be able to apply STEAM knowledge in learning activities

Implementation Strategies	Success Criterion	Methods of Evaluation	Time Scale	Responsible person	Resources Required
(a) Finetune STEAM curriculum in F.1 and launch STEAM lessons in F.2	● Students learn STEAM knowledge through different learning activities	● Curriculum of STEAM lesson	9/2024 -8/2025	● STEAM Committee	● Electronic devices
(b) Conduct collaboration meetings among Science, Mathematics, Visual Arts, Computer Literacy, Chemistry, Physics and Biology departments	● Students apply their skills and knowledge and skills in Science, Mathematics, Visual Arts, Computer Literacy, Chemistry, Physics and Biology	● Minutes of Learning and Teaching Committee		● Science, Mathematics, Visual Arts, Computer Literacy, Chemistry, Physics and Biology departments	
(c) Encourage students to participate in STEAM-related competitions	● Students apply their skills and knowledge in external competitions	● Record of participation in STEAM activities		● STEAM Committee	
(d) Introduce STEAM activities for junior form students	● Positive feedback is collected from teachers and students	● Record of participation in STEAM program		● STEAM Committee	

2.1: To raise the self-esteem of HCYers and strengthen their sense of belonging to the school

Feedback and follow-up actions from the previous school year:

In the previous school year, several policies were implemented and various activities were organized to enhance students' sense of belonging to the school. To further strengthen the progress made and boost their self-esteem, a new strategy will be introduced. This strategy aims to build upon the achievements already accomplished and promote a greater sense of confidence among the students.

Target: Students will become more self-confident, take on challenges and show stronger affiliation with the school

Implementation Strategies	Success Criterion	Methods of Evaluation	Time Scale	Responsible person	Resources Required
(a) Organize F.1 collaborative painting to be affixed on the walls of the open area on 2/F (b) Create a class photo gallery on the small bulletin board outside each classroom (c) Organize on-campus inter-school friendly competitions (d) Organize celebratory festivities before major festivals (e) Produce an English musical (f) Discuss with student leaders about ways to improve students' learning and school's learning environment during regular Student Affairs meetings. (g) Run the Principal's Class Challenges (h) Meet with Class Representatives of each form to collect their opinions for further enhancing the school policies and environment	<ul style="list-style-type: none"> Students become more self-confident, willing to take on challenges and show stronger affiliation with the school Positive changes in APASO (School Climate and Self Concept) 	<ul style="list-style-type: none"> Questionnaire Observation and feedback from teachers Students, parents and teachers give positive feedback in stakeholders' survey about the school climate 	9/2024 -8/2025	<ul style="list-style-type: none"> Student Affairs Committee Extra-curricular Activities Committee The English Drama Team 	<ul style="list-style-type: none"> Budget for activities

<p>2.2: To cater for the diversified growth needs of students and enhance the mental health of students, parents and teachers</p> <p><i>Feedback and follow-up actions from the previous school year:</i></p> <p>Based on the statistics last year, it was found that students should develop greater resilience and positivity when confronted with various challenges. In order to promote better mental health, a range of activities will be organized for students, parents, and teachers. These activities aim to enhance their overall well-being and foster a positive mindset.</p> <p><i>Target: Students with various developmental needs will be supported accordingly, and mental health of students, parents and teachers is enhanced</i></p>					
Implementation Strategies	Success Criterion	Methods of Evaluation	Time Scale	Responsible person	Resources Required
(a) Organize programmes, talks and seminars on positive mental health for students, parents and teachers	<ul style="list-style-type: none">● Students with various developmental needs will be taken care of accordingly● Mental health of students, parents and teachers is enhanced	<ul style="list-style-type: none">● Stakeholders' survey● Feedback and response in questionnaires from participants	9/2024 -8/2025	<ul style="list-style-type: none">● Counselling Committee● Staff Development Committee	<ul style="list-style-type: none">● Budget for activities
(b) Organize activities during Counselling Week to promote 'study-life' balance for students and parents, and on Staff Development Days, a healthy lifestyle for teachers					
(c) Construct a Student Portfolio for each student in Forms 1-3					

2.3: To strengthen values education with specific emphasis

Feedback and follow-up actions from the previous school year:

In the previous school year, it was determined, based on the student conduct statistics, that more focused efforts and supervision are needed to promote positive behavior among students. In the upcoming year, the Discipline Committee will allocate additional resources to closely monitor student conduct, adjusting strategies as needed to foster positive values and reinforce desirable behavior.

Target: Students will behave appropriately in specific areas of conduct

Implementation Strategies	Success Criterion	Methods of Evaluation	Time Scale	Responsible person	Resources Required
(a) Implement the 2-week 'eDiscipline Grace Period' for F.1 students to help them adapt to the rules of the school (b) Organize thematic activities to inculcate in students' important values	<ul style="list-style-type: none"> ● F.1 students adapt to the new the new school environment better ● Students show improvement in behavior 	<ul style="list-style-type: none"> ● Statistics of the eDiscipline system ● Observation from teachers 	9/2024 -8/2025	<ul style="list-style-type: none"> ● Discipline Committee 	<ul style="list-style-type: none"> ● Budget for activities ● Gifts to students

2.4: To broaden students' perspectives and enhance their awareness of the needs of others in the community and society, and to promote civic mindedness and understanding of the home country

Feedback and follow-up actions from the previous school year:

In the previous school year, various activities were organised to expand students' perspectives and increase their awareness of the needs within the community and society. Additionally, an interflow sports activity with our sister school and arranged study trips to the Mainland were held to cultivate a sense of national recognition among our students. In the upcoming year, the school will make every effort to provide more opportunities for students to participate in community service projects and engage in overseas learning activities. Additional resources will be allocated to further broaden their perspectives, enhance their understanding of the needs of others, and deepen their appreciation for our home country.

Target: Students are more aware of their roles in the community and society, and expectations from others

Implementation Strategies	Success Criterion	Methods of Evaluation	Time Scale	Responsible person	Resources Required
(a) Organize life-wide learning programmes to provide various kinds of learning experiences not covered in the traditional classroom for students to acquire the necessary aptitudes to attain whole person development and lifelong learning skills (b) Cultivate in students a sense of national identity, promote civic-mindedness and understanding of the home country through programmes and activities in the Life Education curriculum (c) Involve students of different groups and organizations in the weekly flag-raising ceremony (d) Hold interflow activities with sister schools in the Mainland (e) Recruit students of different forms to join the School Choir to lead the singing of the National Song and School Song in the morning assembly	<ul style="list-style-type: none"> ● Positive feedback is collected from teachers and participants ● Positive changes in APASO (National Identity) ● Positive feedback is collected in Life Education evaluation questionnaires 	<ul style="list-style-type: none"> ● Feedback from teachers-in-charge and students ● Reflection forms collected from class teachers ● Stakeholders' survey 	9/2024 -8/2025	<ul style="list-style-type: none"> ● Other Learning Experiences Committee ● Life Education Curriculum Committee ● Civic and National Education Committee ● Student Affairs Committee 	<ul style="list-style-type: none"> ● Budget for activities

**2.5: To promote specific priority values and attitudes conducive to the whole-person development of students
(Junior forms: Benevolence, Unity and Filial Piety; Senior forms: Integrity, Law-abidingness & Filial Piety)
Feedback and follow-up actions from the previous school year:**

In the previous school year, we focused on promoting and instilling specific priority values and attitudes in our students through both classroom lessons and extracurricular activities. In the upcoming year, with the selection of new specific priority values and attitudes, new learning materials and activities will be developed to support their cultivation. We will exert more effort and devote promotional work to foster these specific priority values and attitudes that contribute to the holistic development of our students.

Target: Students become better individuals

Implementation Strategies	Success Criterion	Methods of Evaluation	Time Scale	Responsible person	Resources Required
(a) Organize talks and other activities to nurture the specific priority values and attitudes chosen in students through the Life Education curriculum (b) Invite alumni and parents to share with students their inspirational life stories with specific focus on the priority values and attitudes chosen (c) Instill in students the specific priority values and attitudes chosen through the curriculum of various subjects	<ul style="list-style-type: none"> ● Students give positive feedback in APASO (Self Concept) ● Positive feedback is collected from teachers and parents ● Positive feedback is collected from Life Education Questionnaires 	<ul style="list-style-type: none"> ● APASO ● Feedback from students and teachers-in-charge ● Self-reflection and questionnaires from students 	9/2024 -8/2025	<ul style="list-style-type: none"> ● Life Education Curriculum Committee ● Parent-Teacher Association ● Alumni Association ● Subject teachers 	<ul style="list-style-type: none"> ● Budget for activities

Tsuen Wan Public Ho Chuen Yiu Memorial College
Three-Year Plan (2022-2025)

MAJOR CONCERN AND STRATEGIES	2022-23	2023-24	2024-25
<i>1. To nurture HCYers to be self-directed and effective learners</i> (自主學習 多元發展)			
1.1: To introduce note-taking skills			
(a) Strengthening note-taking skills in F.1 Bridging Course	✓	✓	✓
(b) Integrating note-taking elements in the curricula and coursework of all Junior form academic subjects	✓	✓	✓
(c) Encouraging teachers to make good use of mobile learning to conduct note-taking tasks	✓	✓	✓
(d) Conducting review on the abilities of students as self-directed learners		✓	✓
1.2: To promote reading to learn			
(a) Conducting reading tasks in all subjects	✓	✓	✓
(b) Organizing regular reading activities	✓	✓	✓
(c) Enhancing the effectiveness of Morning Reading Session	✓	✓	✓
(d) Promoting reading-across-the-curriculum among English and other subjects	✓	✓	✓
(e) Renovating the school library	✓	✓	✓
1.3: To promote STEAM education			
(a) Launching STEAM lessons in F.1	✓	✓	✓
(b) Strengthening collaboration across curriculum among Science, Mathematics, Visual Arts, Computer Literacy	✓	✓	✓
(c) Encouraging students to participate in STEAM-related competitions	✓	✓	✓
(d) Introducing STEAM-related gifted education program (e.g. Xcode programming courses and ARGEO Sandbox courses)	✓	✓	✓
(e) Establishing STEAM space to conduct lessons and STEAM-related activities	✓		

MAJOR CONCERN AND STRATEGIES	2022-23	2023-24	2024-25
2. To foster a positive and caring school environment for nurturing the priority values and attitudes conducive to the whole-person development of HCYers. (建構關愛校園 成就全人發展)			
2.1: To raise the self-esteem of HCYers and strengthen their sense of belonging to the school			
(a) organize F.1 collaborative painting, to be affixed on the walls of the open area on 2/F	✓	✓	✓
(b) create a class photo gallery on the small bulletin board outside the classroom	✓	✓	✓
(c) hold on-campus inter-school friendly competitions	✓	✓	✓
(d) run activities for the 45th Anniversary celebration	✓		✓
(e) organize celebratory festivities before major festivities	✓	✓	✓
(f) produce an English musical	✓	✓	✓
(g) invite student leaders to join the regular meetings of the Student Affairs Committee to discuss ways to improve students' learning and school's learning environment	✓	✓	✓
(h) run the Class Challenge Award	✓	✓	✓
(i) install the Champion House Board		✓	
(j) Meet with Class Representatives of each form to collect their opinions for further enhancing the school policies and environment.			✓
2.2: To cater for the diversified growth needs of students and enhance the mental health of students, parents and teachers			
(a) run programmes, talks and seminars on positive mental health for students, parents and teachers	✓	✓	✓
(b) organize activities in the Counselling Week to promote 'study-life' balance for students and parents, and on Staff Development Days, a healthy lifestyle for teachers	✓	✓	✓
(c) construct a Student Portfolio for each student	✓	✓	✓

MAJOR CONCERN AND STRATEGIES	2022-23	2023-24	2024-25
2.3: To strengthen values education with specific emphasis			
(a) implement the 2-week 'eDiscipline Grace Period' for F.1 students to help them adapt to the rules of the school	✓	✓	✓
(b) organise thematic activities to inculcate in students important values	✓	✓	✓
2.4: To broaden students' perspectives and heighten their awareness of the needs of others in the community and society, and to promote civic sense and understanding of the home country			
(a) organise life-wide learning programmes to provide various kinds of learning experiences not covered in the traditional classroom to equip students with the necessary aptitudes in order to attain whole person development and to develop lifelong learning skills.	✓	✓	✓
(b) cultivate in students a sense of national identity, promote civic sense and understanding of the home country through programmes and activities in the Life Education curriculum	✓	✓	✓
(c) involve students of different groups and organisations in the weekly flag raising ceremony	✓	✓	✓
(d) hold interflow activities with Mainland sister schools	✓	✓	✓
(e) recruit students of different forms to join the Choir Group to lead the singing of the National Song and School Song in the morning assembly		✓	✓
2.5: To promote specific priority values and attitudes conducive to the whole-person development of students			
(a) organise talks and other activities to nurture the specific priority values and attitudes chosen in students through the Life Education curriculum	✓	✓	✓
(b) invite alumni and parents to share with students their inspirational life stories with specific focus on the priority values and attitudes chosen	✓	✓	✓
(c) instill in students the specific priority values and attitudes chosen through the curriculum of various subjects	✓	✓	✓