

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 academic subjects in the previous year and positive feedback was received from subject departments. This strategy will be implemented in F.1 and F.2 in the coming year and questionnaire will be used to review students’ feedback.

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

Implementation Strategies	Success Criterion	Methods of Evaluation	Time Scale	Responsible person	Resources Required
<p>(a) Strengthen note-taking skills in F.1 Bridging Course</p> <p>(b) Integrate note-taking elements in the curricula and coursework of all F.1 and F.2 academic subjects</p> <p>(c) Conduct note-taking tasks and make good use of mobile learning in STEAM and Science lessons</p> <p>(d) Conduct review to evaluate students’ performance</p>	<ul style="list-style-type: none"> ● Students can develop a habit of taking notes in their learning ● All F.1 and F.2 academic subjects integrate note-taking elements in the curricula and coursework ● Students develop a habit of taking notes and learning online in STEAM and Science lessons regularly ● Students give positive feedback in questionnaire related to independent learning capacity 	<ul style="list-style-type: none"> ● Book check on students’ note-taking tasks ● Minutes of subject panels ● Departmental reflection notes ● Questionnaire 	<p>9/2023 -8/2024</p>	<ul style="list-style-type: none"> ● Academic Affairs Committee ● Learning and Teaching Committee ● STEAM Committee and Science Department ● Academic Affairs Committee 	<ul style="list-style-type: none"> ● Electronic devices

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.

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 Person	Resources Required
<p>(a) All subject departments conduct reading tasks at least twice per academic year.</p> <p>(b) Organize reading activities</p> <p>(c) Enhance the effectiveness of Morning Reading Session</p> <p>(d) Promote Reading-Across-the-Curriculum among English, Mathematics and Geography</p> <p>(e) Create more space for reading in campus</p>	<ul style="list-style-type: none"> ● Teachers give positive feedback. ● Students develop interests in reading-related activities ● Students give positive feedback related to reading ● Students could apply subject-related terms in their learning ● Renovation of the school library to improve the reading environment 	<ul style="list-style-type: none"> ● Minutes of subject departments ● Minutes of LAC Committee ● Stakeholder survey ● Minutes of LAC Committee, Mathematics and Geography departments ● Plan for QEF application 	<p>9/2023 -8/2024</p>	<ul style="list-style-type: none"> ● Subject departments ● LAC Committee and Library ● LAC Committee ● LAC Committee, Mathematics and Geography departments ● General Affairs Committee 	<ul style="list-style-type: none"> ● Budget for running activities

1.3: To promote STEAM education

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

STEAM lessons were successfully launched in F.1 in the previous year. STEAM Committee will be set up to promote STEAM Education at school. The curriculum will be reviewed and more STEAM activities will also 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
<p>(a) Review STEAM curriculum in F.1 and discuss the possibility of setting up a curriculum in F.2</p> <p>(b) Collaboration meeting among Science, Mathematics, Visual Arts, Computer Literacy, Chemistry, Physics and Biology departments</p> <p>(c) Encourage students to participate in STEAM-related competitions</p> <p>(d) Introduce STEAM activities for junior form students</p>	<ul style="list-style-type: none"> ● Students learn STEAM knowledge through different learning activities ● Students apply their skills and knowledge in Science, Mathematics, Visual Arts, Computer Literacy, Chemistry, Physics and Biology ● Students apply their skills and knowledge in external competitions ● Positive feedback is collected from teachers and students 	<ul style="list-style-type: none"> ● Curriculum of STEAM lesson ● Minutes of Learning and Teaching Committee ● Record of participation in STEAM activities ● Record of participation in STEAM program 	<p>9/2023 -8/2024</p>	<ul style="list-style-type: none"> ● STEAM Committee ● Science, Mathematics, Visual Arts, Computer Literacy, Chemistry, Physics and Biology departments ● STEAM Committee ● STEAM Committee 	<ul style="list-style-type: none"> ● Electronic devices

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:

Various policies were implemented and activities were held in the previous school year enhance students’ sense of belonging to the school. Some new strategies will be introduced so as to further strengthen what has achieved and raise their self-esteem.

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
<p>(a) Organize F.1 collaborative painting, to be affixed on the walls of the open area on 2/F</p> <p>(b) Create a class photo gallery on the small bulletin board outside each classroom</p> <p>(c) Organize on-campus inter-school friendly competitions</p> <p>(d) Organize celebratory festivities before major festivals</p> <p>(e) Produce an English musical</p> <p>(f) Discuss with student leaders ways to improve students’ learning and school’s learning environment during regular Student Affairs meetings</p>	<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 	<p>9/2023 -8/2024</p>	<ul style="list-style-type: none"> ● Student Affairs Committee ● Extra-curricular Activities Committee ● The English Drama Club 	<ul style="list-style-type: none"> ● Budget for activities

(g) Run the Principal's Class Challenges					
(h) Install the Champion House Board					

2.2: To cater for the diversified growth needs of students and enhance the mental health of students, parents and teachers

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

From the statistics collected last year, it was found that students need to be more resilient and positive when faced with different challenges.

Diversified activities will be organized for students, parents and teachers to enhance the mental health.

Target: Students with various developmental needs will be supported accordingly and mental health of students, parents and teachers is enhanced

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	● Students with various developmental needs will be taken care of accordingly	● Stakeholders' survey	9/2023 -8/2024	● Counselling Committee	● 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	● Mental health of students, parents and teachers is enhanced	● Feedback and response in questionnaires from participants		● Staff Development Committee	
(c) Construct a Student Portfolio for each student					

2.3: To strengthen values education with specific emphasis

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

In the previous school year, based on the statistics of students’ general conduct, it was found that more focused efforts should be in place to foster desirable deeds among students.

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 	9/2023 -8/2024	<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 heighten 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:

During the pandemic, students’ exposure to the community or overseas locations was limited. More resources will be allocated to broaden their perspectives and heighten their awareness of the needs of others, as well as their understanding of the 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
<p>(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</p> <p>(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</p> <p>(c) Involve students of different groups and organizations in the weekly flag raising ceremony</p> <p>(d) Hold interflow activities with Mainland sister schools</p> <p>(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</p>	<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 	<p>9/2023 -8/2024</p>	<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: National Identity & Empathy; Senior forms: National Identity & Diligence)

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

The chosen specific priority values and attitudes might not have been adequately promoted to students last year. More efforts and promotional work have to be concerted for this purpose.

Target: Students become better individuals

Implementation Strategies	Success Criterion	Methods of Evaluation	Time Scale	Responsible person	Resources Required
<p>(a) Organize talks and other activities to nurture the specific priority values and attitudes chosen in students through the Life Education curriculum</p> <p>(b) Invite alumni and parents to share with students their inspirational life stories with specific focus on the priority values and attitudes chosen</p> <p>(c) Instill in students the specific priority values and attitudes chosen through the curriculum of various subjects</p>	<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 	<p>9/2023 -8/2024</p>	<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) Strengthen note-taking skills in F.1 Bridging Course	✓	✓	✓
(b) Integrate note-taking elements in the curricula and coursework of all Junior form academic subjects	✓	✓	✓
(c) Encourage teachers to make good use of mobile learning to conduct note-taking tasks	✓	✓	✓
(d) Conduct review on the abilities of students as self-directed learners		✓	✓
1.2: To promote “Reading to Learn”			
(a) Conduct reading tasks in all subjects	✓	✓	✓
(b) Organize regular reading activities	✓	✓	✓
(c) Enhance the effectiveness of Morning Reading Session	✓	✓	✓
(d) Promote Reading-Across-the-Curriculum among English and other subjects	✓	✓	✓
(e) Renovate the school library	✓	✓	✓
1.3: To promote STEAM education			
(a) Launch STEAM lessons in F.1	✓	✓	✓
(b) Strengthen collaboration across curriculum among Science, Mathematics, Visual Arts, Computer Literacy, Chemistry and Physics	✓	✓	✓
(c) Encourage students to participate in STEAM-related competitions	✓	✓	✓
(d) Introduce STEAM activities for junior form students	✓	✓	✓
(e) Establish STEAM space to conduct lessons and STEAM-related activities	✓		

MAJOR CONCERN AND STRATEGIES	2022-23	2023-24	2024-25
<p>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)</p>			
<p>2.1: To raise the self-esteem of HCYers and strengthen their sense of belonging to the school</p> <p>(a) organize F.1 collaborative painting, to be affixed on the walls of the open area on 2/F</p> <p>(b) create a class photo gallery on the small bulletin board outside the classroom</p> <p>(c) hold on-campus inter-school friendly competitions</p> <p>(d) run activities for the 45th Anniversary celebration</p> <p>(e) organize celebratory festivities before major festivities</p> <p>(f) produce an English musical</p> <p>(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</p> <p>(h) run the Principal's Class Challenge Award</p> <p>(i) install the Champion House Board</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p></p> <p></p> <p></p> <p>✓</p> <p></p> <p>✓</p>
<p>2.2: To cater for the diversified growth needs of students and enhance the mental health of students, parents and teachers</p> <p>(a) run programmes, talks and seminars on positive mental health for students, parents and teachers</p> <p>(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</p> <p>(c) construct a Student Portfolio for each student</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>
<p>2.3: To strengthen values education with specific emphasis</p> <p>(a) implement the 2-week 'eDiscipline Grace Period' for F.1 students to help them adapt to the rules of the school</p> <p>(b) organise thematic activities to inculcate in students important values</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>

MAJOR CONCERN AND STRATEGIES	2022-23	2023-24	2024-25
<p>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</p> <p>(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.</p> <p>(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</p> <p>(c) involve students of different groups and organisations in the weekly flag raising ceremony</p> <p>(d) hold interflow activities with Mainland sister schools</p> <p>(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</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
<p>2.5: To promote specific priority values and attitudes conducive to the whole-person development of students.</p> <p>(a) organise talks and other activities to nurture the specific priority values and attitudes chosen in students through the Life Education curriculum</p> <p>(b) invite alumni and parents to share with students their inspirational life stories with specific focus on the priority values and attitudes chosen</p> <p>(c) instill in students the specific priority values and attitudes chosen through the curriculum of various subjects</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>