# ANNUAL SCHOOL PLAN 2025 – 2026

This document describes specific areas for improvement within the current academic year, i.e. from August 2025 to July 2026.

Following a review and evaluation of the Annual School Plan at the end of each academic year, the Leadership Team of the school identifies specific areas (major concerns) for future improvement and development. Teaching staff are consulted and the proposed major concerns are modified as necessary and published. The Leadership Team then devises a range of specific targets in collaboration with the middle leaders (with associated strategies, success criteria and evaluation methods) to achieve each of the major concerns within a given time frame. The final draft is shared with all staff for comments and additional suggestions before being published.

**The major concerns for the Annual School Plan for the 2025 – 2026 school year are as follows:**

1. **To strengthen students' learning and revision habits**
2. **To further develop a culture of respect and positive relationships**
3. **To further promote a reading culture**

The Annual School Plan is based on the current School Development Plan 2023 – 2026.

## School Development Plan VI (2023 – 2026)

1. To enhance the academic performance of students and nurture independent learners.
2. To nurture responsible citizens in accordance with the CARES principles.
3. To enhance the wellbeing of members of the YHKCC community consistent with the PERMA model.

For reference, the major concerns for the Annual School Plan for the 2024 – 2025 school year were as follows:

1. To strengthen the consolidation of learning.
2. To further develop a culture of respect and positive relationships.
3. To further cultivate reading habits.

| Major Concern 1 | To strengthen students' learning and revision habits |
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**Feedback and follow-up action from the previous school year:**

- From teachers' observations and feedback, there is room for further improvement in terms of consolidation of learning.
- Whole school strategies for developing "practicing" and "questioning" are required to further enable students to acquire the required skills.
- With a stronger consolidation of learning, it is expected that student learning outcomes will improve further.

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People in Charge | Resources Required |
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| A. Students' note-taking habits are developed. | ■ To develop a framework of note-taking skills that are either subject-specific and/or year-level specific (to offer a spiral development of skills). ■ To develop subject-specific note-taking resources. ■ To award affirmations for good note-taking and revision habits. | ■ More than 90% of students use structured note-taking methods in at least three subjects, as observed in their notebooks and digital portfolios. | ■ Evaluation of Assessment & Feedback ■ Lesson observations ■ Teachers' observations & feedback ■ Students' feedback | Sep. 2025 – Jun. 2026 | AJH, WL, HoDs, All Subject Teachers | Note-taking framework |
| B. Students' regular revision habits are developed. | ■ To create an interleaving retrieval quiz schedule per subject/year group in preparation for examinations. ■ To set revision tasks as homework tasks in preparation for low-stakes quizzes. | ■ More than 50% of students develop a regular revision habit. ■ More than 75% of students will achieve mastery (80%) in no-stakes or low-stakes quizzes. ■ Improvement in internal and external exam results. | ■ Teachers' observations & feedback ■ Low-stakes retrieval quizzes ■ Internal & public exam results & reports ■ Effort grades | Sep. 2025 – Jun. 2026 | AJH, WL, HoDs, All Subject Teachers | Interleaving retrieval quiz schedule template |

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| C. Students' regular revision habits are developed. | ▪ To create an interleaving retrieval quiz schedule per subject/year group in preparation for examinations.<br>▪ To set revision tasks as homework tasks in preparation for low-stakes quizzes. | ▪ More than 50% of students develop a regular revision habit.<br>▪ More than 75% of students will achieve mastery (80%) in no-stakes or low-stakes quizzes.<br>▪ Improvement in the internal and external exam results. | ▪ Teachers' observations & feedback<br>▪ Low-stakes retrieval quizzes<br>▪ Internal & public exam results & reports<br>▪ Effort grades | Sep. 2025 – Jun. 2026 | AJH, WL, HoDs, All Subject Teachers | Interleaving retrieval quiz schedule template |
| D. Students' engagement in lessons is improved. | ▪ To reduce unnecessary distractions during lessons, by following the Optimal Learning Environment guide.<br>▪ To adopt a 'Warm / Strict' approach in all lessons.<br>▪ To implement 'Questioning" and "Practicing" strategies in all lessons. | ▪ At least 95% of students adhere to the optimal learning environment guide.<br>▪ 20% reduction of the no. of detentions issued (due to students' not paying attention in class or insufficient effort in tasks/homework.)<br>▪ 50% of more the stakeholders agreed with the Teaching & Learning components of the APASO Survey. | ▪ Evaluation of Assessment & Feedback<br>▪ Lesson observations<br>▪ Teachers' observations & feedback<br>▪ Students' feedback<br>▪ APASO survey results & reports<br>▪ Stakeholder survey results & reports | Sep. 2025 – Jun. 2026 | AJH, WL, HoDs, All Subject Teachers | Optimal Learning Environment (for students & for teachers – SCALES)<br><br>T&L Framework<br><br>Core Teaching Techniques & Engagement Strategies (T&L Placemat) |

| Major Concern 2 | *To further develop a culture of respect and positive relationships.* |
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**Feedback and follow-up action from the previous school year:**

- The KPM data indicates that the majority of students have developed positive relationships with teachers and peers in the school setting.
- In accordance to the 7 learning goals: Positive values and attitude, there is room for further improvement in terms of student self-discipline, especially with uniform, respectful manners and behaviour especially in formal assemblies and special occasions.
- From teachers' observations and feedback, more consistent expectations of students' behaviour and use of appropriate language can be further reinforced.

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People in Charge | Resources Required |
|---|---|---|---|---|---|---|
| A. Students' manners and etiquette are improved. | ▪ To set 'respect ourselves and others' as the focused core values, streamline and embed focused core value into different year groups that aligns with respect ourselves and others. | ▪ Students' ability to demonstrate respect for themselves and others by emphasizing 'respect to ourselves and others' is further strengthened and cultivated. | ▪ Number of student cases<br>▪ Teachers observation & evaluation<br>▪ Student self-evaluation form & reflection booklet<br>▪ Feedback from teachers & parents<br>▪ Stakeholders Survey | Sep. 2025 – Jun. 2026 | AY, JeC, HoYs & All Staff | |
| | ▪ To respect and adhere to the optimal learning environment guidelines. | ▪ 20% reduction of the number of detentions issued. | | | AY, JeC, AJH, WL & All Staff | |
| | ▪ To further foster a sense of unity and pride in wearing the school uniform both in and out of school. | ▪ At least 95% of students adhere to the uniform guidelines. | | | AY, JeC & All staff | |
| | ▪ To develop students' ability to demonstrate proper manners and etiquette in school events and functions, including flag raising ceremony by engaging Class Teachers in monitoring. | ▪ At least 95% of students follow and comply with assembly expectations.<br>▪ Receive appreciation from students and the community. | | | AY, JeC, IC, KN, HoYs, CTs | |

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| | ▪ To promote cultural respect and sense of consideration & caring by organizing various outbound trips with clear and high expectations on students' behaviour and manners. | ▪ At least a 50% reduction in student cases and concerns regarding misbehaviour and improper manners during the trips. | | | IC, ChL, KN, AK, Trip TICs | |
| B. Positive relationships among students, peers and teachers are strengthened, which encourages community building. | ▪ Cultivating a sense of respect in both online and offline interactions (i.e. choice of words, body gestures, cultural and racial sensitivity). | ▪ An improvement in the Stakeholder's Survey on students' views on school climate.<br>▪ Feedback from teachers, students and parents.<br>▪ At least 10% increase in positive feedback from community members. | ▪ Teachers observation and evaluation<br>▪ Student self-evaluation form, reflection booklet and sharing | Sep. 2025 – Jun. 2026 | All Staff | |
| | ▪ Promote form and class spirit by organizing regular class-wide events, such as well-being activities during Class Teacher Periods, Wellbeing Friday activities, Life-wide Learning Camps, Enrichment Week, International Fun Fair, etc. | ▪ At least 75% of students agree that participation in activities enables them to develop positive relationships. | | | IC, ChL, AnK, IS, AY, JeC, HOYs, Teachers involved | |
| | ▪ Enhance participation in school events (i.e. IFF, inter-house activities, etc.) and promote events that foster a sense of belonging towards the school. | | | | IC, ChL, AnK, IS, ECA Teachers involved | |
| | ▪ To strengthen positive relationship and friendship within teachers and students outside the class and form boundaries by organizing various outbound trips. | ▪ Students to demonstrate positive relationship and healthy interaction during and after the trips. | | | IC, ChL, KN, AK, Trip TICs | |

| Major Concern 3 | To further promote a reading culture. |
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**Feedback and follow-up action from the previous school year:**

- The KPM data indicate that students are less likely to read non-assigned materials, such as newspapers, and are less engaged in leisure reading.
- Only a small percentage of students (who are avid readers) are joining reading-related competitions or activities.

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People in Charge | Resources Required |
|---|---|---|---|---|---|---|
| A. Students are engaged in leisure reading. | ▪ Modify D.E.A.R. time and Shared Shelf time to promote students' sharing and bonding through reading.<br>▪ Class Reading Tracker on Padlet that linked to Inter-House Reading Points. | ▪ At least 30 minutes a week is set aside for leisure reading.<br>▪ At least one book sharing opportunity for all students to share within the class teacher period.<br>▪ At least 50% of students are actively tracking their reading habits/books on Padlet and other online platforms.<br>▪ A P score of at least 50 in the APASO survey. | ▪ APASO Survey 17.11 & 17.12 results<br>▪ Stakeholder surveys<br>▪ Feedback from teachers, students & parents<br>▪ Stakeholder Survey results | Sep. 2025 – Jun. 2026 | JeC, AY, Class Teachers & Reading Committee | Padlet & Class Teacher Period time |
| | ▪ Offer regular time slots for reading recommendations by members of the YHKCC community during Tuesday Briefings, Assemblies, Coffee Meetings with Parents and Recommendation Displays (video or posters). | ▪ 50% or more of stakeholders agree with the following items:<br>Teachers: 59; Students: 12; Parents: 5. | | | JeC, IC, WL | |

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| | ▪ Further increase participation in whole-school reading activities, e.g. Book Dress Up Day, Book Fair, Inter-House Reading Competition. | ▪ At least a 10% increase in students participating in book-related events and field trips. | | | JeC, IC, ChL Reading committee | |
| | ▪ Offer a wider range of external reading-related activities opportunities, i.e. charity charity-related book events, public library visits, bookstore visits, inter-school reading competitions. | | | | | |
| B. Students read different genres and text-types across the curriculum. | ▪ To subscribe to SCMP YP across all forms and enable teachers to use newspapers as additional reading materials. | ▪ Students' reading of books/ articles/ across different subject areas. | ▪ Students take initiative to read outside the assigned curriculum | Sep. 2025 – Jun. 2026 | JeC, Miranda & HoDs | Department Based Newspaper initiative |
| | ▪ To create subject-related extended reading recommendations. | | ▪ Subject-based Surveys on Reading | | | Department Based Reading List |
| | ▪ To create thematic & genre-based reading displays that promote reading across different subjects. | ▪ At least once a month thematic/genre-based displays on the G/F. | ▪ Attendance list for author talks | | Miranda & Reading Committee | Thematic Reading Lists |
| | ▪ To provide whole-form author talks related to the wellbeing and needs of the form during year assemblies. | ▪ At least one author-talk/visit per year group. | | | JeC, Miranda, Eng Dept & Chi Dept & HoYs | YRF / ILF Author Talk Schedule |

**Use of Grants**

The following government grants have been given to strengthen the services provided to students in the corresponding areas:

- **Student Activities Support Grant** – This grant will be deployed for supporting students in joining various activities, including but not limited to Forms 1 – 3 Life-wide Learning Camps, participation in sports training and competitions and joining the ECA activities.

- **School-based After-School Learning Support Grant** – This grant will be deployed for supporting students in joining various after-school activities especially for the needy families.

- **Diversity Learning Grant (Other Programmes)** – This grant will be deployed for various gifted programmes in music, sports and languages.

- **Stepping Up the Education Support for Non-Chinese Speaking (NCS) Students** – This grant will be deployed for hiring additional Chinese teaching staff for teaching and supporting NCS students in learning Chinese and Chinese Culture.

- **Capacity Enhancement Grant** – This grant will be deployed for hiring a part-time on-site Educational Psychologist for providing assessment and consultation services to students.

- **Learning Support Grant** – This grant will be deployed for hiring additional teaching assistants and/or staff for providing support for students with special learning needs.

- **Supporting Non-Chinese Speaking Students with Special Education Needs** – This grant will be deployed for additional hiring teaching assistants and/or staff for providing support for non-Chinese Speaking students with special learning needs.

- **Parent Education Grant (Secondary)** – This one-off grant will be used for organizing different programmes over the next three years to give parents of secondary students an understanding of adolescent development, promote adolescents' healthy, happy and balanced development, foster parents' physical and psychological well-being, and foster home-school co-operation and communication. (i.e. Yoga for Fitness Workshops, Christmas Marbled Candle Workshops, Kung Fu Artistry - Bruce Lee's No Way as Way by the HKDance 45th Anniversary Celebration Grand Dance Drama, First Aid Courses, Hiking in Lantau, etc.)

- **One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools** – This one-off grant will continued be used to organize activities which will expose students to a wide variety of physical activities and help them develop sports skills, enhance their physical fitness, gain knowledge of relevant physical activities, foster positive values and attitudes, and develop a habit of active participation in physical activities.

- **One-off Grant for Promotion of Chinese Culture Immersion Activities** – This one-off grant will continue be used to organize a variety of activities and programmes related to Chinese culture, including organizing a Chinese Culture Week/Day, arranging various learning programmes on topics such as calligraphy, Chinese painting, tea art, speech arts, Cantonese opera, Chinese music and Chinese dance, organizing lectures and reading activities themes related to Chinese culture). The grant will also be used to organize joint-school activities or competitions, or study tours related to Chinese culture in Hong Kong or the Mainland, to subsidize students to participate in such activities and to enhance students' learning of Chinese culture.

- **Home-School Cooperation Grant** – This grant will be used to support the Parent-Teacher Association to facilitate home-school cooperation and relevant activities.

- **Life-wide Learning and Sister School Grants** – This grant will be used to organize extended learning activities outside the classroom, so as to provide students with rich and diversified learning experiences. For more details, please refer to the school website.

- **Pilot Scheme on Other Languages for Junior Secondary Students (Funded by Quality Education Fund)** – This one-off grant will be used to offer courses in other languages to junior secondary students over two school years, from 2025/26 to 2026/27. The school will organize a language taster week in mid-February 2026 for students in Forms 1 and 2 students to learn French, Spanish, Japanese or Korean, and explore the associated cultures through these courses.