



KIANGSU-CHEKIANG COLLEGE (Shatin)

Annual School Plan

2023-2024



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Major Concern 1: Expanding Personal Potential, Co-creating a Caring Community

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person/Party	Resource Required
1. Strengthening positive values and establishing a healthy lifestyle	1.1 Cultivate students' annual themed values "Integrity, Respect and Care for Others" through implementing subject curricula and organizing school-based curriculum and activities: <ul style="list-style-type: none"> • Moral & Current Affairs Discussion • Moral education lessons • Civic education lessons • Inter-class Ethos Competitions • Thematic talks in Form Morning Assemblies • Curricula of different subjects 	<ul style="list-style-type: none"> • SHS (Student): 75% or above of the students agree or strongly agree with Items 16, 17, 20, 21, 23, 25, 26 & 28 • SHS (Teacher): 75% or above of the teachers agree or strongly agree with Items 37G, 40, 62, 63 & 65 • SHS (Parent): 75% or above of the parents agree or strongly agree with Items 6, 9, 10, 12 & 15 • APASO (Student: Psychological Health and Physical Health) scores: higher than Hong Kong norm • APASO (Student: Honesty / Sense of Morality Items 1-4) scores: higher than Hong Kong norm • KPM 24: 70% or above of the students are within the acceptable weight range • KPM 25: 50% or above of the students achieve the requirements of gold, silver and bronze level certificates of the "School 	<ul style="list-style-type: none"> • Reviewing SHS (Student, Teacher, Parent) data • Reviewing APASO data • Reviewing KPM data • Reviewing minutes and Annual Reports of subject panels and functional groups • Focus lesson observation • Teachers' observation 	Whole year	<ul style="list-style-type: none"> • Values Education and Guidance Board • Academic Board • Moral Education Committee • Civic and National Education Committee • All subject panels • Class-teachers and Assistant Class-teachers • Native-speaking English teachers 	<ul style="list-style-type: none"> • Learning and teaching materials on moral education and civic education • Learning and teaching materials of different subjects • Venues and materials for related activities
	1.2 Assist students to establish a healthy lifestyle through personal growth courses and activities organized by the school and external organizations:	<ul style="list-style-type: none"> • KPM 24: 70% or above of the students are within the acceptable weight range • KPM 25: 50% or above of the students achieve the requirements of gold, silver and bronze level certificates of the "School 			Whole year	<ul style="list-style-type: none"> • Values Education and Guidance Board • Moral Education

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Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person/Party	Resource Required
	<ul style="list-style-type: none"> • Positive growth training programmes • School Physical Fitness Award Scheme • Sex education programmes • Health education workshop • MindShift Educational Programme • Healing Together School Project • Life education talks • Time management and financial management talks and activities 	<p>Physical Fitness Award Scheme”</p> <ul style="list-style-type: none"> • Teaching content and issues related to the yearly priority values are incorporated or adopted into subject courses and school-based curricula and activities • Students actively participate in personal growth courses and activities related to the annual themed values 			<ul style="list-style-type: none"> • Committee • Counselling and Guidance Committee • Physical Education Panel • Economics Panel • Business, Accounting and Financial Studies Panel 	<p>related education organizations including YWCA, End Child Sexual Abuse Foundation, The Family Planning Association of Hong Kong, HKBU School of Chinese Medicine, HKU Department of Psychiatry, HKPU Department of Applied Social Sciences, Kinetic Life Training and Counselling Centre, etc.</p> <ul style="list-style-type: none"> • Venues and materials for related activities

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person/Party	Resource Required
2. Enhancing personal capabilities and self-confidence, and implementing mutual help and care	2.1 Cultivate and showcase students' talents, enhance their self-confidence, and foster mutual appreciation among peers: <ul style="list-style-type: none"> • Conducting student presentations in Form Morning Assemblies • Organizing KCCS Talent Show and post-examination talent shows • Arranging English public speaking sessions • Holding club-based, inter-class and inter-house activities and competitions • Nominating students to join external competitions and student award schemes • Hosting Parents' Evening, Parents' Day and prize presentation ceremonies • Showcasing students' performance and achievements on school webpage, on-campus display boards, and school publications 	<ul style="list-style-type: none"> • SHS (Student): 75% or above of the students agree or strongly agree with Items 20, 22, 25, 26 & 28 • SHS (Teacher): 75% or above of the teachers agree or strongly agree with Items 37, 40, 62 & 65 • SHS (Parent): 75% or above of the parents agree or strongly agree with Items 9, 14 & 15 • APASO (School: Atmosphere Item 2) score: higher than Hong Kong norm • KPM 22: 75% or above of the students participate in uniform groups or community services • School Survey: 75% or above of the students agree that the activities can help cultivate and showcase personal capabilities, enhance self-confidence, and foster mutual appreciation and support among peers • School Survey: 75% or 	<ul style="list-style-type: none"> • Reviewing SHS (Student, Teacher, Parent) data • Reviewing APASO data • Reviewing KPM data • Reviewing School Survey data • Reviewing minutes and Annual Reports of related functional groups 	Whole year	<ul style="list-style-type: none"> • Values Education and Guidance Board • Academic Board • Extra-curricular Activities Committee • Broadcasting Committee • Publicity Committee • House Advisers • Form-teachers and Assistant Form-teachers • Class-teachers and Assistant Class-teachers 	<ul style="list-style-type: none"> • Venues and materials for related activities • Information about external competitions and student award schemes

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person/Party	Resource Required
	2.2 Organize team building experiential activities to strengthen peer support network: <ul style="list-style-type: none"> • Adventure activities • Competitive games • Adventure challenge camp for growth 	above of the students agree that the activities are helpful in cultivating the spirit of caring and serving the community		Whole year	<ul style="list-style-type: none"> • Values Education and Guidance Board • Counselling and Guidance Committee • School social workers • Class-teachers and Assistant Class-teachers 	<ul style="list-style-type: none"> • Venues and materials for related activities • Campsite for related activities
	2.3 Arrange community services and related activities to cultivate students' spirit of caring for the community: <ul style="list-style-type: none"> • Community Experiential Learning and Volunteer Service • The Community Chest Flag Day volunteer service • Dress Casual Day fundraising event • Chun Yeung Tutorial Service • Mentorship Scheme volunteer service • Charity sale and raffle ticket sale 			Whole year	<ul style="list-style-type: none"> • Values Education and Guidance Board • Civic and National Education Committee • Extra-curricular Activities Committee • Students' Union • Parent-Teacher Association 	<ul style="list-style-type: none"> • Information on the community service and activities organized by related uniform groups, charitable and service organizations including: Scouts, Girl Guides, The Community Chest of Hong Kong, Hong Kong Kidney Foundation,

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						YWCA, Community Youth Club, etc.
3. Setting learning goals and undertaking life planning	<p>3.1 Establish learning goals and strategies, as well as develop study habits through teachers' guidance and students' hands-on experience:</p> <ul style="list-style-type: none"> Organizing F.1 Bridging Programme Organizing F.1 After-school Class-teacher Period to teach students to establish study routines Class-teachers guiding students to set yearly goals and strategies, review their implementation progress, and reflect on their practice in accordance with the "Self-Management Handbook" 	<ul style="list-style-type: none"> SHS (Student): 75% or above of the students agree or strongly agree with Items 13 & 18 SHS (Teacher): 75% or above of the teachers agree or strongly agree with Items 37F, 40, 57 & 62 SHS (Parent): 75% or above of the parents agree or strongly agree with Item 8 APASO (Student: Generic Skills Items 3 & 4) scores: higher than Hong Kong norm APASO (School: Life Planning) scores: higher than Hong Kong norm School Survey: 75% or above of the students agree that the "Self-Management Handbook" can effectively help them to set learning goals, review their progress and reflect on their effectiveness School Survey: 75% or 	<ul style="list-style-type: none"> Reviewing SHS (Student, Teacher, Parent) data Reviewing APASO data Reviewing School Survey data Teachers' observation Students' reflection 	Whole year	<ul style="list-style-type: none"> Academic Board Discipline Committee Counselling and Guidance Committee Moral Education Committee Civic and National Education Committee Chinese Language, English Language, Mathematics, Life and Society, and Music Panels Class-teachers and Assistant Class-teachers Uniform groups 	<ul style="list-style-type: none"> "Self-Management Handbook" Venues and materials for related activities

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	<p>3.2 Organize and participate in diversified life planning activities to enhance students' understanding of choice of subjects for senior secondary studies, university courses, and various professions:</p> <ul style="list-style-type: none"> • Greater Bay Area Internship Programme for DSE Graduates • “Distinguished Master, Accomplished Students” Mentorship Programme • F.3 Life Planning and Pre-senior Secondary Bridging Workshop • Selection of F.4 Subjects career guidance • “MEET” Youth Career Programme—Experience Scheme of Youth Entrepreneurship • Social simulation experiential activities • Leadership Mentoring Programme • Career-oriented experiential activities • University talks and exhibitions 	<p>above of the students agree that the activities related to life planning can help them set personal developmental goals and plans</p> <ul style="list-style-type: none"> • Students actively participate in lessons and activities related to setting learning goals and life planning 		Whole year	<ul style="list-style-type: none"> • Values Education and Guidance Board • Careers Guidance Committee • Counselling and Guidance Committee 	<ul style="list-style-type: none"> • Local and overseas universities • Hong Kong Professionals and Senior Executives Association • The Hong Kong Young Academy of Sciences • YWCA • Hong Kong Arts and Culture Development Centre • Po Leung Kuk Life Planning and Financial Education Centre

Major Concern 2: Extending Self-directed Learning, Providing Cross-sector Support to Cater for Learners' Needs

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person/Party	Resource Required
1. Promoting self-directed and active learning	1.1 Integrate all subject panels' experiences in e-Learning and implement e-Learning in all forms to promote self-directed and active learning	<ul style="list-style-type: none"> • SHS (Student): 75% or above of the students agree or strongly agree with Questions 1, 7 & 14 • SHS (Teacher): 75% or above of the teachers agree or strongly agree with Questions 47, 55 & 61 	<ul style="list-style-type: none"> • Reviewing SHS data (Student, Teacher, Parent) data • Reviewing APASO data 	Whole year	<ul style="list-style-type: none"> • School-based Management Committee • Academic Board • All subject panels 	<ul style="list-style-type: none"> • e-Learning and teaching materials
	1.2 Strengthen digital reading atmosphere in the school to facilitate self-directed learning: <ul style="list-style-type: none"> • Optimizing the Digital Reading Corner in the library and enriching digital reading facilities and resources • Sustaining the optimization of F.1 Reading Curriculum and conducting reading and sharing sessions on e-books • Organizing and arranging students to join digital reading activities and competitions in and outside of the school, like e-Reading Award Scheme and e-books recommendation, etc. 	<ul style="list-style-type: none"> • SHS (Parent): 75% or above of the parents agree or strongly agree with Question 2 • APASO (School: Information Technology Question 1) score: higher than Hong Kong norm • 75% or above of the students borrow e-books • Subject panels implement e-Learning in all forms • Students actively participate in e-Learning, F.1 reading and sharing on e-books, as well as activities and competitions related to digital reading 	<ul style="list-style-type: none"> • Reviewing minutes and Annual Reports of subject panels • Reviewing borrowing records of e-books • Reviewing records of students' participation in related reading activities • Focus lesson observation • Teachers' observation 	Whole year	<ul style="list-style-type: none"> • School-based Management Committee • Academic Board • Reading Committee • School Librarian • All subject panels 	<ul style="list-style-type: none"> • Reading across the Curriculum (RaC) e-books and reading resources • Dates and venues of school-based digital reading activities • Information on external digital reading activities

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2. Cultivating language and generic skills	2.1 Enhance students' fundamental language proficiency in exploring different learning areas through Language across the Curriculum (LaC) and reading activities	<ul style="list-style-type: none"> • SHS (Teacher): 75% or above of the teachers agree or strongly agree with Questions 37C & D • KPM Item 5b: 90% or above of the teachers participate in professional development activities with the theme of STEM/STEAM in and outside of the school • 80% or above of the students participate in lessons, trainings or other activities related to STREAM education in the "InnoTech Education Centre" 	<ul style="list-style-type: none"> • Reviewing SHS (Teacher) data • Reviewing KPM data • Reviewing minutes and Annual Reports of Chinese Language, English Language and junior form STREAM-related subject panels 	Whole year	<ul style="list-style-type: none"> • Academic Board • Language across the Curriculum Committee • English Language Panel • Chinese Language Panel 	<ul style="list-style-type: none"> • LaC teaching and learning materials of English Language and Chinese Language
	2.2 Implement the STREAM Project Learning Programme in a whole-school and cross-curricular approach: <ul style="list-style-type: none"> • Setting up the "InnoTech Education Centre" • Conducting F.1 to F.3 STREAM project learning, related subject lessons and reading activities • Organizing and recommending students to join STREAM-related trainings, competitions and other activities in and outside of the school • Arranging and encouraging teachers to 	<ul style="list-style-type: none"> • F.1 to F.3 students actively participate in STREAM project learning, related subject lessons and reading activities • Students actively participate in trainings, competitions and other activities related to STREAM education 	<ul style="list-style-type: none"> • Focus lesson observation • Scrutiny of exercise books and project learning reports • Teachers' observation • Reviewing records of students' participation in STREAM- 	Whole year	<ul style="list-style-type: none"> • School-based Management Committee • Academic Board • STREAM Education Committee • Project Learning Group • Reading Committee • Extra-curricular Activities Committee • School Administration 	<ul style="list-style-type: none"> • <i>The Chief Executive's 2022 Policy Address</i> and related documents • STREAM education learning and teaching materials • "InnoTech Education Centre" and relevant facilities • Information, venues and materials of

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	join school-based and external STREAM-related professional development activities		related activities		and Development Committee • Related subject panels	school-based and external STREAM-related trainings, competitions and other activities • Information, venues and materials of school-based and external teachers' professional development activities related to STREAM education
3. Enhancing learning and teaching effectiveness	3.1 Sustain the optimization of strategies to cater for learner diversity by all subject panels and formulate measures to support non-Chinese speaking (NCS) students by the Chinese Language Panel to enhance teaching and learning effectiveness	<ul style="list-style-type: none"> • KPM Item 19: 90% or above of the students obtain "332A" or better results in the core subjects of the HKDSE • KPM Item 20: Academic value-added performance of subjects attains stanine 6 or above • SHS (Teacher): 75% or above of the teachers agree or strongly agree with 	<ul style="list-style-type: none"> • Reviewing HKDSE data • Reviewing value-added information of subjects • Reviewing SHS (Teacher) data • Reviewing TSA data 	Whole year	<ul style="list-style-type: none"> • Academic Board • All subject panels 	<ul style="list-style-type: none"> • <i>Secondary Education Curriculum Guide</i> and relevant documents • Teaching and learning materials of subject panels
	3.2 Sustain the collaboration with cross-sector			Whole year		

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	<p>professionals to enhance the work effectiveness of supporting students with special educational needs:</p> <ul style="list-style-type: none"> • Participating in “Whole School Approach to Providing Tiered Support for Students with ASD” • Inviting an external organization to organize after-school Chinese remedial classes • Recruiting speech therapist to provide speech therapy services • Providing executive skills training by Educational Psychologist • Assessing students’ special educational needs and provide professional support accordingly by Educational Psychologist • Organizing school-based teachers’ professional development activities 	<p>Questions 42, 45, 46, 48, 49, 51, 52 & 53</p> <ul style="list-style-type: none"> • Basic Competency Rates of Chinese Language, English Language and Mathematics in TSA: 95% or above • Average passing percentages of the school form tests and examinations: <ul style="list-style-type: none"> ➢ Junior forms: 85% ➢ Senior forms: 75% • School Survey (Integrated Education Committee): 75% or above of the students with special educational needs agree the related measures effectively support their learning needs • School Survey (School Administration and Development Committee): 75% or above of the teachers agree the related professional development activities help to master the strategies to support students with special educational needs 	<ul style="list-style-type: none"> • Reviewing school form tests and examinations data • Reviewing survey data of the Integrated Education Committee • Reviewing survey data of the School Administration and Development Committee • Focus lesson observation • Scrutiny of exercise books 		<ul style="list-style-type: none"> • Integrated Education Committee • School Administration and Development Committee 	<p>collaboration organizations: The Salvation Army Hong Kong, Edvenue Limited, SLCO Community Resources, Heep Hong Society</p> <ul style="list-style-type: none"> • Venues and materials of teacher professional development activities

Major Concern 3: Optimizing Senior Secondary School Curriculum, Strengthening National Education

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person/Party	Resource Required
1. Releasing learning space and developing career-related competencies	1.1 Implement the optimized curricula of English Language, Chinese Language, Citizenship and Social Development and the renewed curricula of elective subjects in senior forms based on <i>Optimizing the Four Senior Secondary Core Subjects</i> and related documents, as well as the revised senior secondary curriculum framework of the school, and evaluate the effectiveness	<ul style="list-style-type: none"> • KPM Item 9: The senior secondary curriculum creates learning space and cater for diversified learning and development needs • SHS (Teacher): 75% or above of the teachers agree or strongly agree with Questions 37F, 38 and 41 • SHS (Student): 75% or above of the students agree or strongly agree with Question 22 	<ul style="list-style-type: none"> • Reviewing KPM data • Reviewing SHS (Teacher, Student) data • Reviewing minutes and Annual Reports of related subject panels and functional groups 	Whole year	<ul style="list-style-type: none"> • School-based Management Committee • Academic Board • English Language Panel • Chinese Language Panel • Citizenship and Social Development Panel • All elective subject panels 	<ul style="list-style-type: none"> • <i>Optimizing the Four Senior Secondary Core Subjects</i> and relevant documents • Teaching, learning and assessment materials of related senior secondary subjects
	1.2 Introduce Applied Learning (Apl) in the senior secondary curriculum to enable students to understand fundamental theories and concepts, and develop career-related competencies and generic skills to align with the Education Bureau's policy of "Fostering industry-institution collaboration and diversified development for promoting			Whole year	<ul style="list-style-type: none"> • Academic Board • Careers Guidance Committee 	<ul style="list-style-type: none"> • Documents and resources related to the senior secondary Applied Learning curriculum

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	vocational and professional education and training”					
2. Enhancing the sense of national identity	<p>2.1 Promote national education (including national security education) in and outside of the classroom with the whole school approach based on <i>Optimizing the Four Senior Secondary Core Subjects, Strengthening National Education: Key Performance Indicator</i> and related documents, and evaluate the effectiveness:</p> <ul style="list-style-type: none"> • Subject panels reviewing the element of national education in the curricula • Organizing and optimizing school-based Life-wide Learning activities, e.g. national flag-raising ceremony, Moral Education and Current Affairs Discussion, Chinese Week, Citizenship & Social Development and Humanities Week, Junior Form Inter-Class Chinese History and National Education Competition, thematic book fairs and 	<ul style="list-style-type: none"> • SHS (Teacher): 75% or above of the teachers agree or strongly agree with Question 37A • APASO (National and Global: National Identity) score: higher than Hong Kong norm • KPM Item 8b: 20% or above of the students participate in flag raising and related training • School Survey: 75% or above of the students agree that the related activities and competitions help to enhance their understanding of the nation, national security and Chinese culture • Students actively participate in activities and competitions related to national education • Parents actively participate in school-based activities related to national education 	<ul style="list-style-type: none"> • Reviewing SHS (Teacher) data • Reviewing APASO data • Reviewing KPM data • Reviewing School Survey data • Reviewing “Promoting Safeguarding National Security and National Security Education Annual Reports” • Reviewing minutes and Annual Reports of related subject panels and functional 	Whole year	<ul style="list-style-type: none"> • School-based Management Committee • Academic Board • All subject panels • Civic and National Education Committee • Moral Education Committee • Reading Committee • Extra-curricular Activities Committee 	<ul style="list-style-type: none"> • <i>Curriculum Framework of National Security Education of Hong Kong</i> and relevant documents • <i>Strengthening National Education: Key Performance Indicator</i> • Learning and teaching materials of all subjects • Related online resources • Information of related activities, competitions and programmes

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	<p>exhibitions, visits and exchange tours to the Mainland, etc.</p> <ul style="list-style-type: none"> • Recommending students to join inter-school, territory-wide and national activities and competitions related to <i>the Constitution, the Basic Law, the National Security Law of Hong Kong</i> and Chinese culture • Joining Sister Schools Scheme of the Education Bureau 		<p>groups</p> <ul style="list-style-type: none"> • Reviewing records and information about students' and parents' participation in related activities • Teachers' observation • Parents' feedback 			
	2.2 Organize parents' activities related to national education and guide students to have a positive understanding of national education in collaboration with parents			Whole year	• Parent-Teacher Association	• Related parent education activities and information