Po On Commercial Association Wong Siu Ching Secondary School

Annual School Plan

2025 – 2026

Po On Commercial Association Wong Siu Ching Secondary School

1. School Vision & Mission

Our mission is to educate students to be sensible, aspiring, law-abiding and disciplined young people, by cultivating their moral sense and integrity and bringing forth their potentials so that they will excel in learning and conduct and become competent and virtuous individuals who can contribute to the well-being of society and humankind.

2. School Motto

Our school motto is "Reverence, Humility, Perseverance and Earnestness".

3. Core Values of Education

On the basis of our school motto, we educate our students in the following principles:

(1) Devotion to knowledge and truth, with love and respect for self and others;

(2) Humility as self-discipline, and honesty as guiding principle;

(3) Advancement with the times, with self-enhancement as the means;

(4) Prudence in thought and readiness in deed, with care and concern for society.

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School Year 2025 – 2026

Major Concerns

1. To nurture students to be self-directed learners

2. To empower students to embrace challenges and develop belief in themselves

Major Concern 1: To nurture students to be self-directed learners

Objective	Implementation strategy	Success criteria	Method of evaluation	Time scale	Responsible person	Resource Required
1.1 Develop self-directed skills	**Think-Pair-Share (TPS) in Peer Learning** ➢ Use TPS in the subjects selected for the pilot scheme. ➢ Apply 3Ps (Preparation, Participation, Performance) and 3Rs (Revision, Refinement, Reflection) for reflective journals and assessment as learning	➢ More than half of students may ask questions to facilitate the sharing in lessons ➢ Half of the junior form students prepared the topics and evaluated peers with higher order thinking ➢ More than half of the senior form students prepared the topics and evaluated peers with higher order thinking	➢ Lesson observations ➢ Student work samples ➢ Journal reviews ➢ Surveys	➢ Throughout the year	➢ VP (Acad.) ➢ Panel Heads of the following subjects 1st Term: - English - Maths - Chi. Hist. 2nd Term: - Chinese - History - Visual Art	➢ SD on TPS/3Ps/3Rs ➢ Digital tools (e.g. Google Classroom) ➢ Rubrics ➢ Workshop materials
	Growth Mindset: ➢ Embed daily mindset prompts (e.g., "What did you learn?"). Display "Question Leaderboard" for higher-order questions.	➢ More than half of the students show metacognitive growth in journals like free writing ➢ More than half of the students report confidence in challenges (surveys)		➢ Throughout the year		
	Pre-Lesson Inquiry: ➢ Assign open-ended prompts with digital resource packs to guide lesson prep, which serves as one type of assignment aligning with the core curriculum	➢ More than half of the students complete pre-lesson tasks.		➢ Throughout the year		

Objective	Implementation strategy	Success criteria	Method of evaluation	Time scale	Responsible person	Resource Required
1.2 Foster collaborative reading	**TPS for Reading:** ➢ Use TPS in the English and Chinese Reading lessons for text analysis. Students annotate texts, discuss in pairs, and share insights. Teachers model higher-order questions. **Resilience in Reading:** ➢ Assign complex texts with strategy instruction (e.g., chunking). Offer "Reading Challenge" awards.	➢ Half of the junior and more than half of the senior form students have a better understanding of difficult reading questions through TPS ➢ Half of the junior and more than half of the senior form students have better mastering of reading strategies ➢ More than half of the students are more confident of tackling higher order thinking questions in reading	➢ Performance in Reading Comprehension Practice ➢ Discussion logs ➢ Student work samples ➢ Surveys	➢ Throughout the year ➢ Throughout the year	➢ VP (Acad.) ➢ Panel Heads of Chinese, English	➢ PD on TPS ➢ Sample texts ➢ Annotation templates ➢ Strategy guides ➢ $5,000 for Reading Challenge Award
1.3 Promote collaborative reading	**Collaborative Strategies:** ➢ Use TPS in 70% of Physics, Chemistry and Biology group projects. Apply 3Ps for structured tasks (research, roles, presentations) and 3Rs for peer reflection. **Student-Led Circles:** ➢ Monthly study circles with high-achieving students mentoring peers.	➢ More than half of the students agree that their learning becomes more effective through peer collaboration. ➢ More half than of the students agree that higher order thinking is intensified through peer collaboration. ➢ More than half of the students participate in study circles.	➢ Collaborative learning rubrics ➢ Participation records Student Surveys	➢ Throughout the year ➢ Throughout the year	➢ VP (Acad.) ➢ Panel Heads of Physics, Chemistry and Biology ➢ Elite Nurturing Coordinator	➢ SD on collaborative learning ➢ Digital tools (e.g., Padlet, Miro)

Major Concern 2: To empower students to embrace challenges and develop belief in themselves

Objective	Implementation strategy	Success criteria	Method of evaluation	Time scale	Responsible person	Resource Required
2.1 Students are able to have more room to explore themselves and tackle challenges	➤ To have more integrations and reduce less effective learning experiences in both academic and non-academic areas	➤ Students report having more room and less tension between academic and non-academic areas ➤ Substitution or transformation of ineffective assessments and activities ➤ More integration of learning experiences, both within and in between units	➤ Related scales in KPM/ APASO / SHS ➤ Teachers' observations ➤ Scrutiny of Reflections/ Sharing from students ➤ Programme plans of various units / students' societies	➤ Throughout the year	➤ VP (Student Affairs) ➤ VP (Acad.)	➤ N/A
	➤ To equip students with better sense and skills of time management			➤ Throughout the year	➤ Counselling Unit, Careers and Life Planning Unit	➤ Time (e.g. class assembly periods) ➤ Financial Resources (guests/ books purchase etc) ➤ External Resources (e.g. NGO partnership)

Objective	Implementation strategy	Success criteria	Method of evaluation	Time scale	Responsible person	Resource Required
2.2 Students' sense of growth mindset to be enhanced	➢ To strengthen the extent and depth of students' reflections, by incorporating the 4Fs model (*Facts, Feelings, Findings, Future*)	➢ Students show increased endorsement of Growth Mindset beliefs ➢ Students show improved persistence in facing challenges ➢ Students become more confident of themselves	➢ Related scales in KPM/ APASO / SHS ➢ Teachers' observations ➢ Focus Groups/ ➢ Interviews ➢ Scrutiny of Reflections/ Sharing from students	➢ Throughout the year	➢ OLE Coordinat-ion Unit ➢ Counselling Unit ➢ Careers and Life Planning Unit	➢ Time (e.g. OLE Days / class assembly periods) ➢ Financial Resources (guests/ books purchase etc)
	➢ To start to review the school policy by incorporating growth mindset ideas			➢ Throughout the year	➢ School admin unit ➢ Positive education working group	➢ N/A
	➢ To set up a working group for positive education and start creating growth mindset strategies			➢ Throughout the year		➢ External Resources (e.g.NGO partnership)

Objective	Implementation strategy	Success criteria	Method of evaluation	Time scale	Responsible person	Resource Required
2.3 Students' positive life values and attitudes to be cultivated, shaping students' growth as both self-directed learners and individuals	➤ To promote the significance of time management and reflection, with support of priority values like Responsibility and Perseverance ➤ To review and strengthen the integration of the related values into the curriculum	➤ More students are able to demonstrate the positive life values or attitudes in both academic and non-academic areas ➤ More students are able to face challenges in a reflective manner	➤ Related scales in KPM/ APASO / SHS ➤ Teachers' observations ➤ Scrutiny of Reflections/ Sharings from students ➤ Programme plans of various units	➤ Throughout the year	➤ Moral, Civic and National Education Unit	➤ Time (e.g. OLE Days / class assembly periods) ➤ Financial Resources (guests/books purchase etc)