

2022-2023 Hon Wah College Annual School Plan (Secondary Section)
More Reading and Writing to Enhance Effectiveness
Proper Etiquette, Care for Others and Be Responsible

Major Concern :

1. Developing students' reading, writing and self-directed learning capabilities, enhancing learning and teaching effectiveness

Targets	Strategies	Time Scale	People-in-charge	Resources Required	Success Criteria	Methods of Evaluation
Enhancing students' reading abilities	<ul style="list-style-type: none"> ● Encourage students to read books, journals, newspapers, reviews, and online information related to their subjects more often, as well as to explore a wider range of current affairs and general knowledge. Promote reading through setting assignments such as newspaper clippings. ● Various departments arrange for students to borrow books from the library and complete book reviews during the designated book fair period, and promote cross-curricular reading. ● Apply for Education Bureau subsidies to purchase e-books, e-readers, and subscribe to electronic reading platforms to promote a reading culture on campus. ● Optimize library facilities and set up reading corners in classrooms to encourage students to read during breaks. The Chinese Language Department makes good use of the bookshelves' resources in junior form classrooms, arranges reading programmes, and regularly shares reading experiences. ● The Chinese and English Language Departments make good use of reading platforms to encourage students to read more. The Chinese Language Department compiles classical Chinese teaching materials for junior form students, and arrange for senior form students to 	Whole School Year	Subject Panels Reading Promotion Committee	<ul style="list-style-type: none"> ● Questionnaire ● Event Materials and Prizes ● Speakers' Fees ● Publisher's Resources ● External Resources ● School Funding ● Education Bureau Grants 	<ul style="list-style-type: none"> ● 90% of subject panels have arranged reading assignments and activities ● 90% of forms have visited book fairs and read e-books ● 70% of teachers agreed that students' interest and ability in reading had been enhanced ● 70% of students agreed that reading activities can enhance their interest and ability in reading ● 70% of students participated in relevant activities or competitions 	<ul style="list-style-type: none"> ● Student questionnaire survey ● Teacher questionnaire survey ● Student works ● Teacher observation ● Minutes of meeting

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	<p>read renowned articles. The English Language Department strengthens reading training for junior form students, self-develops reading courses, and enhances reading skills training.</p> <ul style="list-style-type: none"> ● Continue to purchase various types of physical and electronic books in Chinese and English, and motivate students to develop reading habits through Book Report Award Scheme. The Mathematics Department trains students to participate in the Education Bureau's Mathematics Book Report Competition. The History Department arranges for students to participate in the History Report Competition organized by The Hong Kong Institute for Promotion of Chinese Culture and the Hong Kong Museum of History. Junior form students participate in The Junior Secondary History e-Reading Award Scheme organized by the University of Hong Kong to enhance their reading and understanding of extra-curricular articles. ● Organize activities for reading promotion, including themed book clubs, reading sharing sessions, author talks, etc. 					
	<ul style="list-style-type: none"> ● The Chinese / English Society regularly holds activities to promote reading and writing abilities ● Encourage students to write their own lyrics for the Singing Contest. Every year for the S6 graduation ceremony, S6 students will be grouped to write lyrics, and the selected song will be performed by students in the graduation ceremony as one of the programs of the event. 	Whole Term	Subject Teachers	<ul style="list-style-type: none"> ● School Funding 	<ul style="list-style-type: none"> ● 70% of students performed well. ● 70% of students are able to submit their work. ● Attending students are able to effectively create their own scripts, and 70% of students perform well. ● Students participated in competitions, win awards, 	<ul style="list-style-type: none"> ● Interviews with teachers and students ● Reviewing students' work

Targets	Strategies	Time Scale	People-in-charge	Resources Required	Success Criteria	Methods of Evaluation
	<ul style="list-style-type: none"> The Campus TV Team arranges more training in scriptwriting and provides high-quality scripts for students to read in the Arts and Sports Education courses, in order to enhance their language abilities. The Arts Club students will participate in art and design competition, and will be trained in evaluating and appreciating, writing and creating, and designing concepts, in order to enhance their reading and writing abilities. 				and are able to describe their creative process.	
Enhancing students' writing abilities	<ul style="list-style-type: none"> Chinese language classes for S1 are divided into two groups per class for small-group teaching to increase teachers' feedback, etc. on students' writing training, and enhance teaching effectiveness. The English-medium groups use the Language Across Curriculum (LAC) booklets in daily teaching, and arranges for students to memorize and write out vocabulary and sentence structures to enrich their written expression abilities. In daily teaching and assignments, important vocabulary and sentence structures commonly used in answering questions are incorporated, as well as questions similar to those in public examinations. Students are also taught the framework for answering essay questions and structure/essay style/information in the examinations, with the aim of improving their writing abilities. Collaboration between subject panels is increased and cross-curricular learning activities are organized to strengthen cross-curricular language skills and deepen the curriculum level and activities. Geography and English Departments 	Whole School Year	Subject Panels LAC Team	<ul style="list-style-type: none"> Subsidies Teaching Materials Questionnaires Publisher's Resources External Resources Co-Planning Time English Booklets School Funding 	<ul style="list-style-type: none"> 90% of S1 Chinese Language teachers agreed that group teaching helped to improve teaching effectiveness. 70% of students who participated in cross-curricular language activities agreed that the activities had improved their writing skills and confidence 70% of teachers agreed that cross-curricular language activities can improve students' writing skills Self-developed teaching materials are completed by the relevant subject panels. 	<ul style="list-style-type: none"> Student questionnaire survey Teacher questionnaire survey Student works Teacher observation Lesson planning records and lesson observation feedback Minutes of meetings Analysis of test/exam results

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	<p>collaborate on life-wide learning activities that students work in groups on field trips to collect measures to mitigate climate change according to the guidelines of the worksheets, and then write short essays for Geography, while information collected are used for oral lesson topics and presentation materials by the English Department. For the collaboration between English Department and History Department (S2), students are able to empathize with the historical background through book reading and worksheets arranged by History Department, and then English Department will arrange for students to play a movie in class and choose the appropriate scenes from the movie for drama performance. At the end, a reflection session on the episodes selected by students will be held in the History lesson.</p> <ul style="list-style-type: none"> • Many of the subject panels have developed their own teaching materials that are more suited to students' learning needs at different stages. The English Department has developed a school-based writing sample database, while the History Department has edited and published a booklet on question-answering skills for history essay. • Both the Chinese and English Departments arrange for students to participate in essay writing competitions and seminars more often. 					
	<ul style="list-style-type: none"> • The Chinese / English Society regularly holds activities to promote reading and writing abilities. • Encourage students to write their own lyrics for the Singing Contest. Every year for the S6 graduation ceremony, S6 students will be grouped to write lyrics, and the selected song will be 	Whole Term	Subject Teachers	<ul style="list-style-type: none"> • School Funding 	<ul style="list-style-type: none"> • 70% of students performed well. • 70% of students are able to submit their work. • Attending students are able to effectively create their own scripts, and 70% of 	<ul style="list-style-type: none"> • Interviews with teachers and students • Reviewing students' work

Targets	Strategies	Time Scale	People-in-charge	Resources Required	Success Criteria	Methods of Evaluation
	<p>performed by students in the graduation ceremony as one of the programs of the event.</p> <ul style="list-style-type: none"> The Campus TV Team arranges more training in scriptwriting and provides high-quality scripts for students to read in the Arts and Sports Education courses, in order to enhance their language abilities. The Arts Club students will participate in art and design competition, and will be trained in evaluating and appreciating, writing and creating, and designing concepts, in order to enhance their reading and writing abilities. “Words from Teachers” are held, Chinese Panel Head and guests are respectively invited to give talks to junior form and senior form students on “The Importance of Reading and Writing”. 				<p>students perform well.</p> <ul style="list-style-type: none"> Students participated in competitions, win awards, and are able to describe their creative process. 70% of the students felt that the activities helped to enhance their interest and ability in reading and writing. 	
Mastering cross-curricular self-directed learning skills	<ul style="list-style-type: none"> Enriches learning and teaching resources, students participate in a variety of learning programmes. For example, participation in the Artificial Intelligence (AI) Learning Programme, which AI boosters are used to enhance students’ skills in vocabulary building, reading aloud and writing by themselves. Students can also participate in The Hong Kong Polytechnic University’s Remote Lab Platform, where they can complete worksheets or reports after watching the short videos of experiments. Various subject panels design tiered assignments, explanatory notes, etc., and apply in class with the learning strategies such as TEAM MODEL, cooperative learning and flipped classroom to enhance the effectiveness of self-directed learning for students. 	Whole School Year	Subject Panels STEAM Team Learning and Teaching Committee on Information Technology	<ul style="list-style-type: none"> Lesson preparation records and teaching resources Questionnaires Activity materials and prizes Teaching materials External resources Co-planning time School funding 	<ul style="list-style-type: none"> 70% of students agreed that learning programmes can improve their language learning skills 50% of the classes used the strategies that can enhance the effectiveness of students’ self-directed learning 70% of students agreed that the learning activities can enhance self-directed learning 70% of students actively participated in the activity 70% of teachers agreed that students can master 	<ul style="list-style-type: none"> Student questionnaire survey Teacher questionnaire survey Student works Teacher observation Lesson planning records and lesson observation feedback Minutes of meetings

Targets	Strategies	Time Scale	People-in-charge	Resources Required	Success Criteria	Methods of Evaluation
	<ul style="list-style-type: none"> ● To add STEAM education elements to the curriculum design of all levels. For example, in Science subject, more STEAM-related topics shall be introduced in S2, and get connected with senior form's curriculum. In the form of thematic activities including production of ecosphere, attention training device, VR glasses, water rockets, etc. is introduced to enable students to master the self-directed learning skills. In Computer subject, Artificial Intelligence is newly added to the curriculum content in S3. The curriculum combines STEAM-related resources, inviting external organizations for collaboration, identifying capable students for focused training, nurturing talents, as well as participating in open competitions to enhance their creativity and problem-solving skills. ● A cross-curricular collaboration between Physics, Computer and Visual Arts Departments is made to produce a model of the 'Blissful City', bringing the issue of energy transfer and walled buildings into the design. ● Students use Google Classroom as a learning and teaching platform to submit multimedia assignments, share pre-lesson study or problem-solving experiences, and share teaching materials, etc. to extend their learning space and time. ● The assignment-related activities are diverse, including tutorial video worksheets, student-made learning videos, peer assessment, and after-class self-study activities, which enhance students' self-directed learning abilities. For example, the Physics and Biology Departments collaborate on the "Survival in a Cold Night" project, where students incorporate electronic learning elements 				<p>the self-directed learning skills</p> <ul style="list-style-type: none"> ● At least five STEAM teaching topics are added to S2 Science curriculum ● 70% of subject panels actively used the Google Classroom teaching platform 	<ul style="list-style-type: none"> ● Analysis of test/exam results

Targets	Strategies	Time Scale	People-in-charge	Resources Required	Success Criteria	Methods of Evaluation
	<p>when designing cold weather clothing, filming a production video with narration. For the Chemistry Department, QR codes for YouTube videos are added to notes, allowing students to watch and learn on their own. Diversified forms of assignment include drawings, recordings, oral presentations, newspaper clippings, models, etc.</p> <ul style="list-style-type: none"> The English Department develops a database of English Speech Festival and a database of self-directed learning. Repeat player function is set for the videos of English Morning Assembly that students can answer questions after watching the videos, so as to promote self-directed learning. 					
	<ul style="list-style-type: none"> Teachers are invited to give talks on how to foster self-directed learning in the whole-school weekly meeting. 	Whole School Year	Head of Guidance and Counselling	<ul style="list-style-type: none"> Teachers concerned 	<ul style="list-style-type: none"> 70% of students thought that the activities have cultivated the self-directed learning skills. 	<ul style="list-style-type: none"> Observation, interview Questionnaire survey

Major Concern :

2. Promoting responsibility, care for others and observing proper etiquette

Targets	Strategies	Time Scale	People-in-charge	Resources Required	Success	Targets
Inheriting culture, enhancing commitment, law-abidingness and responsibility	<ul style="list-style-type: none"> ● Make reference to the National Education Event Planning Calendar, and organize school-based activities, such as national film shows, bulletin boards for national development, themed books exhibition in library, discussion in history classes, essay competitions, etc. ● Subject panels continue to make reference to the Curriculum Framework of National Security Education, incorporating relevant learning elements into appropriate topics and organizing learning and teaching activities. To include recent national development in appropriate topics, such as aerospace engineering, Guangzhou-Shenzhen-Hong Kong Express Rail Link, Guangdong-Hong Kong-Macao Greater Bay Area, and conduct data collection / project learning / sharing. ● BAFS students gather information on the trade policy implemented by the Mainland towards Hong Kong in recent years and review the impact of these policies on the development of different industries in Hong Kong. Thematic report assignment is designed for Economic subject to analyze the economic principles followed by the nations for trade activities, and study the topics related to economic security, recognizing the importance of maintaining economic security. ● The Citizenship and Social Development subject requires all students to participate in at least one competition related to understanding the country throughout the year, to broaden their horizons and enhance their sense of responsibility towards the country. Senior form students are arranged 	Whole School Year	Subject Panels	<ul style="list-style-type: none"> ● Subsidies ● Questionnaires ● Activity materials and prizes ● Teaching materials ● External resources ● School funding ● Curriculum papers 	<ul style="list-style-type: none"> ● At least five school-wide national education activities are held. ● 90% of subject panels designed activities according to the "Curriculum Framework of National Security Education". ● 80% of students are able to complete the related tasks. ● 70% of students agreed that the activities can enhance their understanding of culture, responsibility, law-abidingness, and sense of responsibility. ● 70% of students enjoyed Chinese cultural activities. ● S5 students completed a field trip and exchange activity to the Mainland. 	<ul style="list-style-type: none"> ● Student questionnaire survey ● Student works ● Teacher observation ● Minutes of meetings

Targets	Strategies	Time Scale	People-in-charge	Resources Required	Success	Targets
	<p>for field trips to the Mainland for exchange, providing experiential learning opportunities for students, to feel the Chinese culture and gain a better understanding of the national development, and to enhance their sense of identity and commitment as a citizen.</p> <ul style="list-style-type: none"> ● Various subject panels promote Chinese culture, including participating in off-campus activities, competitions, and courses, and posting classical Chinese quotes in the school to subtly cultivate national literacy. The Mathematics Department introduces stories about the development of Chinese mathematics, encouraging students to emulate the perseverance of their predecessors. For Chinese History subject, contents such as dynastic songs, Heavenly Stems and Earthly Branches system, and conceptual interpretations are added to the curriculum, which help deepen students' understanding of the concepts of historical continuity and change, as well as to gain a deeper understanding of Chinese history, culture, and chronology methods. ● Through online communication and exchange with people in the Mainland to learn about their achievements and strengths, and thus gain a better understanding of the national development. ● The Visual Arts Department and Arts Club train senior form student representatives to serve as organizers and assist in teaching junior form students in art creation, as well as managing and using some of the equipment and tools in the Visual Arts Room, so as to cultivate a sense of responsibility in students. 					

Targets	Strategies	Time Scale	People-in-charge	Resources Required	Success	Targets
	<ul style="list-style-type: none"> ● Captains of school teams or presidents of school clubs/societies shall assist teachers in managing the team members. ● Arts Club students assist in the preparation, set-up and dismantling of the “Hon Wah Alumni Calligraphy, Paintings and Photography Exhibition” at the Central Library Exhibition Gallery from 6/9 to 8/9 and the School Information Day/Open Day in December. Campus TV students assist in filming the documentary work for the exhibition. 	Whole School Year	Subject Teachers	<ul style="list-style-type: none"> ● Teachers concerned 	<ul style="list-style-type: none"> ● 80% of captains or presidents performed well. ● Students from the Arts Club successfully assisted in the setup and dismantling of the "Hon Wah Alumni Calligraphy, Paintings and Photography Exhibition" and the School Information Day/Open Day Arts Exhibition in December. Students from the Campus TV were able to successfully film documentary work, which received praises from the Alumni Association. 	<ul style="list-style-type: none"> ● Interviews with teachers and students
	<ul style="list-style-type: none"> ● Outstanding Class Awards are given to the excellent classes with good performance in politeness, appearance, discipline, punctuality, submission of homework on time, and diligence in learning, for the cultivation of students’ sense of responsibility and etiquette, as well as to encourage them to work hard and take on responsibilities. 	Whole School Year	Deputy Head of Guidance and Counselling, Form Coordinators		<ul style="list-style-type: none"> ● All classes performed well in the areas of appearance, discipline, punctuality, submission of homework on time, and diligence. The specific standard is an increase of about 10% compared to last year’s statistical scores. 	<ul style="list-style-type: none"> ● Data statistics, interview

Targets	Strategies	Time Scale	People-in-charge	Resources Required	Success	Targets
Enhancing the concept of caring and etiquette	<ul style="list-style-type: none"> • During morning assemblies and other occasions, share stories of famous people, allowing students to learn from their good attitudes, behaviors, and great achievements, as well as how to bring goodness to future generation. • Various subject panels organize activities and share life events in class to cultivate concepts of caring and etiquette among students. English Department adds positive values elements to English drama studies. Economics and BAFS Departments arranges for students to participate in subject-related work experiences, so that they can learn to take up the responsibility. This not only allows them to apply subject knowledge but also promotes interpersonal skills, etiquette, cooperation, and appreciation for others. The Tourism and Hospitality Studies Department adds etiquette standards for promotion in their theme restaurant design topics, training students in hospitality etiquette. • Various subject panels arrange for studying the stories of signature figures of the subject, including historical figures, to learn about their noble character. Literature works related to caring and etiquette are arranged for students to read and recite. The History Department arranges for students to film and upload different historical events on the YouTube channel, which can be played for different levels, allowing students to respect the learning process of their peers and also serve as a learning channel for senior students to help junior students. The Music Department uses songs such as school songs, national anthem, "This is my home", and "Promise" to bring out a sense of responsibility 	Whole School Year	Subject Panels	<ul style="list-style-type: none"> • Subsidies • Questionnaires • Activity materials and prizes • External resources • School funding 	<ul style="list-style-type: none"> • 70% of students were actively involved in the activities • 70% of students agreed that the activities could enhance their understanding of caring and etiquette • 90% of teachers agreed that the activity could develop students' caring and etiquette skills • A successful video on the theme of "Caring" has been produced. 60% of the student audience responded positively, and helped to develop empathy 	<ul style="list-style-type: none"> • Student questionnaire survey • Teacher questionnaire survey • Teacher observation • Minutes of meetings

Targets	Strategies	Time Scale	People-in-charge	Resources Required	Success	Targets
	<p>towards home, school, and country, as well as teaching etiquette when singing.</p> <ul style="list-style-type: none"> ● Campus TV participates in a filming competition related to the theme of "caring" in hopes of cultivating empathy among students. 					
	<ul style="list-style-type: none"> ● The Star of Courtesy Award Scheme for S1 students actively encourages students who have just promoted to secondary school to build up a foundation for correct values and good character in the growing process, and to become a polite and respectful secondary school student. 	Whole School Year	Deputy Head of Guidance and Counselling, Form Coordinators	<ul style="list-style-type: none"> ● School funding 	<ul style="list-style-type: none"> ● Through this programme, 80% of our S1 students are able to build up proper values and good character, and became a polite and courteous secondary school students. 	<ul style="list-style-type: none"> ● Interview, observation ● Growth journal
	<ul style="list-style-type: none"> ● "Words from Teachers" are held, while teachers are invited to give talks to senior form students respectively on "The Importance of Etiquette" and "The Importance of Responsibility". ● Meanwhile, seminars and workshops about caring are also organized jointly with external organizations or school psychologists. 	Whole School Year	Head of Guidance and Counselling	<ul style="list-style-type: none"> ● Teachers concerned 	<ul style="list-style-type: none"> ● Students actively participated in the activities, and 70% of them thought that the activities helped them to enhance their focuses on etiquette and responsibility and to care more about the people around them. 	<ul style="list-style-type: none"> ● Observation, interview ● Questionnaire survey
	<ul style="list-style-type: none"> ● In collaboration with the Campus TV to produce a video related to pre-exam education for promoting the qualities of responsibility and etiquette to students. 	Whole School Year	Head of Guidance and Counselling, Campus TV Teacher-in-charge	<ul style="list-style-type: none"> ● Teacher concerned 	<ul style="list-style-type: none"> ● 70% of the students thought that they understood the importance of diligent study and would try to do their best, and follow the rules of the examination venue. 	<ul style="list-style-type: none"> ● Observation, interview ● Data and growth journal
	<ul style="list-style-type: none"> ● Organizing the "New School Year, Good Spirit" campaign to help students adapt to campus life in the new school year, preparing "Good Spirit Every Day" encouragement cards for students to write different sayings on, such as mottos, personal concerns, and exchanging encouragement cards, etc... 	1 st Term	Head of Guidance and Counselling	<ul style="list-style-type: none"> ● Related teaching materials 	<ul style="list-style-type: none"> ● 70% of the students thought that the activities helped them to encourage each other and care about their peers. 	<ul style="list-style-type: none"> ● Observation, interview, and growth journal

Major Concern :

3. Strengthening teachers' teaching and research skills, delivering effective lessons.

Targets	Strategies	Time Scale	People-in-charge	Resources Required	Success	Targets
Enhancing teachers' research and teaching abilities	<ul style="list-style-type: none"> Teachers participate in research and training activities, such as peer lesson observation and sharing sessions on the results of teachers' action research. Experienced teachers open up their classes to showcase teaching methods such as IT teaching, creative teaching, and group teaching, to enhance the communication as well as teaching and research atmosphere of the subject panels. Teachers participate in electronic teaching effectiveness sharing sessions to learn how to proficiently use various e-learning tools in the new normal, to enhance the learning and teaching effectiveness. Upon completion of each events, an online Google questionnaire is designed to collect data for analysis and feedback on teaching and learning. English Department continues to participate in the Education Bureau's School-based Support Service, with teachers joining the learning community to strengthen their curriculum planning abilities by optimizing the school-based curriculum. The Teaching and Research Team conducts a larger-scale analysis of internal and public exam results compared to last year, in order to more closely focus on arranging gifted programmes as well as enhancement and remedial courses. Subject panels including Chinese and English Panels regularly arrange peer lesson preparation and same form lesson preparation. Some forms in Chinese Language are grouped according to ability, also with curriculum adaptation, tiered teaching can be conducted through lesson 	Whole School Year	Teaching and Research Team	<ul style="list-style-type: none"> Questionnaires Lesson preparation records and teaching resources Training information Teaching materials External resources Co-planning time Curriculum papers 	<ul style="list-style-type: none"> 70% of teachers agreed that the training activities enhanced their professional development. 100% of teachers participated in at least one teaching and research action 100% of English teachers who participated in school-based support services agreed that the training had enhanced their knowledge for the development of the subject 70% of teachers agreed that participation in lesson study projects had helped to enhance their teaching and research skills. 	<ul style="list-style-type: none"> Teacher questionnaire survey Personal professional development record Lesson planning records and lesson observation feedback Minutes of meetings

Targets	Strategies	Time Scale	People-in-charge	Resources Required	Success	Targets
	<p>planning and sharing. In addition, research activities are regularly held for S1 Chinese, incorporating sharing and guidance from experts to make good the unit design and enhance the articulation for the curriculum and teaching between primary and secondary sections as well as the integration of reading and writing, etc., so as to improve the teaching skills of teachers.</p> <ul style="list-style-type: none"> ● Strengthening cross-curricular teaching and research exchanges, for example, science subjects explore the relevance and depth of topics between Physics, Chemistry, Biology, and Science subjects through regular meetings, tailor-made to the needs of each learning stage, researching integrated plans, and developing STEAM education. The Mathematics and Science Departments collaborate on the topic of directed number for S1, guiding students to mark relevant temperatures on the number line using worksheets to establish temperature concepts for the three states of matter. The Chinese History and Visual Arts Departments collaborate on designing cross-curricular activities based on the ancient pottery chapter of S1 Chinese history, to enhance exchange among subject panels. ● Some extracurricular activities and competitions attempt to use Google questionnaires to evaluate students' participation and the subsequent learning gains and feedback, the data obtained can be used to improve and optimize activity effectiveness, which will also be used as the performance indicators for the next competition, enhancing learning and teaching effectiveness. 					

Targets	Strategies	Time Scale	People-in-charge	Resources Required	Success	Targets
Enhancing teachers' values education training	<ul style="list-style-type: none"> Teachers participate in teacher training activities on values education organized by the Education Bureau or other organizations, learning how to organize values education, promote its learning and teaching strategies, and techniques as well. Teachers participate in physical and mental health activities on professional development days to strengthen team spirit and enhance the quality of life to meet the challenges of teaching Teachers gain further understanding of the national security education curriculum and share teaching examples among the various subjects. 	Whole School Year	Through-train Curriculum Development Committee on Moral and National Education	<ul style="list-style-type: none"> Subsidies Training information Activity materials and prizes Speaker's fee School funding 	<ul style="list-style-type: none"> 70% of teachers agreed that the training had enhanced their knowledge of values education 70% of teachers agreed that the training activities had enhanced their professional development. 	<ul style="list-style-type: none"> Teacher questionnaire survey Personal professional development record
	<ul style="list-style-type: none"> In collaboration with the Discipline Team to prepare moral education materials for the weekly form meetings, organize workshops for class teachers, enabling them to first master the relevant education, and then pass it on to students. 	Whole School Year	Head of Guidance and Counselling, Head of Discipline,	<ul style="list-style-type: none"> Teachers concerned 	<ul style="list-style-type: none"> Class teachers demonstrated a mastery of the educational goals and conduct moral education in the Weekly Form Meetings. 70% of teachers agreed that the class teacher workshops are helpful. 	<ul style="list-style-type: none"> Observation, interview
	<ul style="list-style-type: none"> Weekly form meetings of the individual form are scheduled, with the class teacher in charge giving talk and designing teaching materials. 	Whole School Year	Head of Guidance and Counselling, Form Coordinators	<ul style="list-style-type: none"> Teachers concerned 	<ul style="list-style-type: none"> Class teachers were able to observe and learn from how the class teachers of the same form conducted the Weekly Form Meetings, and try to imitate their strengths in preparing own Weekly Form Meeting. 70% of class teachers agreed that such teaching methods are highly effective. 	<ul style="list-style-type: none"> Observation, interview