QUEEN'S COLLEGE

Annual School Plan
2025 – 2026

School Vision and Mission

School Vision

- To provide students with an all-round education aimed at excellence in moral, intellectual, physical, social and aesthetic development, whereby they can achieve self-fulfillment in all respects throughout their lives and become leaders of tomorrow.

School Mission

1. To nurture in students a love of life-long learning;
2. To promote the spirit in the school motto – Labor Omnia Vincit;
3. To develop students' mind and inculcate in them a strong sense of responsibility, self-discipline, integrity and, above all, self-esteem;
4. To ensure that students attain a high level of intellectual development in preparation for further scholastic achievements;
5. To provide students with a balanced range of activities conducive to good health and to make them aware of the importance of sports and sportsmanship;
6. To impress upon students the significance of harmonious inter-personal relationship and of serving the community and the world at large as well as developing their skills of leadership;
7. To cultivate students' creative talents and appreciation of aesthetics;

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2025/26

Major Concerns

1. To enhance students' self-efficacy and agility in learning in the ever-changing world

Major Concern 1：To enhance students' self-efficacy and agility in learning in the ever-changing world

關注項目一 ： 增強學生學習的自我效能，使他們在面對不斷變化的世界時更加自信和靈活。

Feedback from the previous school year:

- Programmes promoting reading and enhancing language capacity have attempted to achieve the learning goals 'National and Global Identity', 'Language Proficiency', and 'Breadth of Knowledge'. However, students' leisure reading habits could be further cultivated.
- The learning goal 'Generic Skills' has been achieved through project learning, which developed students' social competencies, including collaboration, communication, and problem-solving.
- The CLD curriculum provided support to students in self-understanding, time management, goal setting, exam review and stress management, and helped them make informed decisions about their further studies, which has achieved the learning goal 'Life Planning'. The programme has also achieved the learning goal 'Generic skills' as students' self-management and critical thinking skills were developed.
- The workshops that taught students how to apply various learning strategies boosted their learning confidence and learning effectiveness, and were well received by students.
- The Open Classroom practice and Open Lesson Activity have encouraged teachers to engage in professional dialogue on optimizing learning and teaching strategies and have helped build a learning community.

Follow-up actions

- Positive reinforcement and programmes to further boost students' learning confidence will be adopted.
- More learning opportunities will be provided to enhance students' public speaking skills.
- Study groups and study buddies should be promoted further to enhance collaborative learning.
- A wider variety of RaC activities will be introduced to nurture students' habit of leisure reading.
- Assessment literacy will be further implemented. Subject Departments will be required to make proper use of assessment data to reflect on learning and teaching effectiveness.
- Students will be encouraged to participate more in external competitions and joint-school competitions to widen their horizons.
- Students' information literacy should be developed further via different subjects.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
1.1 To nurture students to be skilled and confident learners 培養學生成爲自信且具技能的學習者	1.1.1 To enhance students' confidence and skills in learning by helping them discover and unleash their potential a. Coach students to develop personalized learning skills and habits b. Track students' progress through goal-setting, self-reflection and positive reinforcement c. Promote study groups and peer learning d. Encourage students to participate in academic-related joint-school competitions	• 90% of students develop personalized learning skills and habits with teachers' guidance • 90% of students engage in goal-setting, self-reflection, and progress tracking, showing enhanced motivation for continuous improvement • At least 3 study groups or peer-learning initiatives are formed per level to foster collaborative learning and confidence building • The number of students participating in joint-school academic competitions increases by 20% compared to the previous year • 70% of students who show improvement in examinations are recognized with prizes or other forms of positive reinforcement • Stakeholder Survey (Student) results show improvement in mean value in confidence and skills in learning compared to the previous year	• Scrutiny of annual program plans and evaluation reports of subject departments concerned • Stakeholder Survey and APASO III • Inspection of the records of KLAs and subject departments • Students' learning performance • Teachers' observation and feedback • Tracking students' reading records and the loan record from the school library	9.2024 ~ 8.2025	• Librarian • Library Prefects • Reading to Learn Team • IT Team • Heads of subject departments • Subject Teachers • Class Teachers	• Morrison Fund • Reading Grant • Teaching Assistants • LWL Grant

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	1.1.2 To strengthen students' language competency by building a reading and communication culture a. Promote a reading culture in junior levels through library tours and book sharing competitions. b. Enrich students' reading experience through reading across the curriculum (RAC) c. Promote reading of different genres to instill in students a sense of social, national and global identity d. Enhance students' communication and public speaking skills both inside and outside the classroom	• At least one cross-curricular Reading Across the Curriculum (RAC) activity is implemented per term for each junior level • 100% of S1-S3 classes participate in library tours and book sharing competitions • At least 2 different genres of books are promoted per term to enhance students' sense of social, national, and global identity • 70% of students demonstrate improvement in communication and public speaking skills based on teachers' assessments and self-evaluations • At least 75% of students reflect an enhanced sense of social, national, and global identity in post-reading surveys • 90% of the students should participate in the class-based oral presentation • 80% of students develop regular reading habits, as evidenced by borrowing records and reading logs during the designated reading periods				

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	1.1.3 To promote assessment literacy in order to inform learning and teaching a. Guide students to make good use of assessment data to reflect on their learning b. Encourage teachers to make use of assessment analysis to refine learning and teaching strategies c. Promote the use of assessment blueprint in setting test and examination papers	• 80% of students demonstrate the ability to analyze their assessment data and set learning goals based on the results • 70% of students show improvement in their academic performance after reflecting on their assessment data and adjusting their learning strategies • 100% of subject departments conduct an assessment analysis after each major assessment and use the findings to refine learning and teaching strategies • At least one professional development session per term is organized to enhance teachers' skills in analyzing and applying assessment data • Assessment blueprints are used to guide the setting of at least 1 level of examination paper for each subject per term to ensure alignment with learning objectives and diversity of question types				

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1.2 To nurture students to be skilled and confident learners 提升學生應對能力，以靈活變通的方法迎接不斷變化的世界	1.2.1 To augment learning and teaching effectiveness through utilizing innovative technologies a. Enhance learning and teaching through an IT-rich environment supported by high-quality and user-friendly e-resources or e-tools	• At least 2 student technology leaders are selected and trained per class to provide peer support • 80% of students agree that the educational software available at school supports their learning needs	• Scrutiny of annual program plans and evaluation reports of subject departments concerned • Stakeholder Survey and APASO III • Inspection of the records of KLAs and subject departments • Lesson observations • Inspection of students' assignments • Students' learning performance • Teachers' observation and feedback	9.2024 ~ 8.2025	• Academic Team • CLP Team • LWL Team • IT Team • Heads of subject departments • Class Teachers • Subject Teachers	• Life-wide Learning Grant • Morrison Fund • Baseline reference provision
	1.2.2 To develop students' information literacy through different subjects a. Develop a 6-year school-based framework that integrates the nine areas of information literacy, generic skills, and positive values into the use of innovative technologies across the curriculum, supported by well-designed lessons and projects. b. Promote students' understanding on the 17 Sustainable	• A comprehensive 6-year school-based information literacy framework is developed, covering all nine areas of information literacy • At least 80% of subject departments integrate the information literacy framework into their curriculum plans and lesson designs • 75% of students regularly apply generic skills such as critical thinking, creativity, and problem-solving skills when using innovative technologies for learning • 70% of students consistently demonstrate positive values such as integrity, respect for				

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	Development Goals (SDGs) as adopted by the United Nations. ★	others, law-abidingness, and empathy during school activities and interactions • At least two professional development workshops per year are organized for teachers to enhance their skills in integrating information literacy and generic skills into their teaching with innovative technologies • At least 70% of subject departments introduce the concepts of sustainable development goals into their curriculum plans and lesson designs				

Major Concern 2 : To enhance the holistic development of students and cultivate their growth mindset and a sense of morality
關注項目二 : 促進學生全人發展，培養他們的成長型思維及道德觀念

Feedback from previous school year

- Programmes promoting physical fitness and healthy eating habits, which attempted to achieve the learning goal 'Healthy Lifestyle', have raised the awareness of students of maintaining a healthy lifestyle.
- Programmes promoting class bonding have enhanced the sense of belonging and peer support among students, and were well received by students.
- Programmes about proper use of social media and ethical use of information attempted to accomplish the learning goal 'Information Literacy'. However, with the rapid development of AI and the prominent role of information technology, students' information literacy has to be developed further.
- Students' regular phone use (for entertainment purpose) is still common.
- Values education programmes by Subject Departments and Functional Teams have covered all the 12 values.
- Programmes promoting understanding of Chinese culture and exposing students to foreign cultures, which corresponds to the learning goal 'National and Global identity', were well received.

Follow-up actions

- Students' participation in physical fitness exercise should be reinforced to become a habit in their daily life.
- Mental health measures through different means could be explored further.
- Class bonding to enhance students' social and emotional well-being should be promoted further.
- Students' ethical and responsible use of information technology should be nurtured.
- Students should be encouraged to explore other forms of entertainment and avoid over-dependence on their mobile device.
- Moral education and self-discipline should be reinforced especially with junior levels.
- Understanding of Chinese and foreign traditions and cultures should be enhanced via workshops, games, competitions, displays, and visits.

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2.1 To develop healthy lifestyles among students 培養學生健康的生活習慣	2.1.1 To develop students' understanding of mental health and reinforce their ability to adapt and resist stress a. Strengthen teachers' **and parents'** competencies in identifying and supporting students in need through related trainings ★ b. Empower students' competencies in identifying and supporting peers in need through related trainings c. Promote mental health through activities for fun and enjoyment and workshops to strengthen positive minds (e.g. LWL activities/ re-charge week/ mindfulness training) ★	• Over 80% of the teachers and parents concerned agree that their competencies in identifying and supporting students in need are strengthened after trainings • Over 80% of the students concerned agree that their competencies in identifying and supporting peers in need are strengthened after trainings • Students display positive changes in mental health based on the survey results of APASO III	• Scrutiny of annual program plans and evaluation reports of the teams concerned • Observable changes in students' behavior • Number of teachers and students completed the trainings • Feedback from teachers and students • APASO III	9.2025 ~ 8.2026	• Counselling Team • Health and Sex Education Team • Other Functional Teams • Class Teachers • Subject Teachers	• Baseline Reference Provision • Morrison Fund • ECA Fund • Life-wide Learning Grant • One-off Grant on Parent Education (Secondary)

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	2.1.2 To nurture students' habits of keeping good physical health a. Develop students' healthy lifestyles through a wellness challenge b. Arouse students' interests in regular exercise through diversified sports activities	• Over 80% of the students concerned participate in programmes that promote good physical health • Students display positive changes in keeping good physical health based on the survey results of the school self-evaluation tools	• Scrutiny of annual program plans and evaluation reports of the Subject Departments and Functional Teams concerned • Feedback from teachers and students • KPM Data • APASO III • Stakeholders' Surveys	9.2025 ~ 8.2026	• PE Department • Biology Department • Health and Sex Education Team • Other Functional Teams • Class Teachers	• Baseline Reference Provision • Morrison Fund • ECA Fund • Life-wide Learning Grant
	2.1.3 To promote the use of information technology in an ethical and responsible manner a. Cultivate students' ethics in using information technology through news reading, sharing and competitions	• Subject Departments incorporate information literacy into their curriculum • Over 80% of the students concerned agree that their ethics in using information technology grow through lessons and / or functional teams' activities • Students display positive changes in the use of information technology in APASO III	• Scrutiny of annual program plans, schemes of work and evaluation reports of the Subject Departments and Functional Teams concerned • Feedback from teachers and students • APASO III	9.2025 ~ 8.2026	• Subject Departments • Functional Teams	• Baseline Reference Provision • Morrison Fund • ECA Fund • Life-wide Learning Grant

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2.2 To foster a caring and supportive school atmosphere 建立關愛互助的校園氛圍	2.2.1 To instill moral virtues in students' mind a. Develop students' **respect** for others and **self-discipline** through preventive programs, class-based programs, and stories of positive thinking/morality ★ b. Foster students' sense of responsibility, sense of belonging and empathy through activities such as School Cleaning Competition	• Students can display positive changes in their sense of respect for others and self-discipline based on the survey results of school self-evaluation tools • Over 80% of the students concerned agree that the programmes and activities foster their sense of responsibility, sense of belonging and empathy	• Scrutiny of annual program plans and evaluation reports of the Functional Teams concerned • Feedback from teachers and students • APASO III • Stakeholders' Surveys	9.2025 ~ 8.2026	• Environmental Protection Team • Other Functional Teams • Class Teachers • Subject Teachers	• Baseline Reference Provision • Morrison Fund • ECA Fund • Life-wide Learning Grant
	2.2.2 To leverage classes as the platforms for the development of leadership and brotherhood a. Empower teachers' capabilities in fulfilling the responsibilities of class teachers through trainings and sharings and implementation of co-Class Teachers for junior levels ★	• Over 80% of the teachers concerned agree that trainings and sharings can empower their capabilities in fulfilling the responsibilities of class teachers • Over 80% of the students concerned agree that workshops can develop their abilities in running Class Associations • At least 2 class-based	• Record of teachers' participation in related trainings and sharings • Record of students' participation in related workshops • Feedback from teachers and students • APASO III • Stakeholders' Surveys	9.2025 ~ 8.2026	• Subject Departments • Functional Teams • Level Coordinators • Class Teachers	• Baseline Reference Provision • Morrison Fund • ECA Fund • Life-wide Learning Grant

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	(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)					
	b. Develop students' abilities in running Class Associations through workshops c. Train up students' leadership and enhance class cohesion at junior forms through class-based activities	activities are held by the Class Associations • Students can display positive changes in their leadership based on the survey results of school self-evaluation tools				
2.3 To strengthen students' sense of identity in family, school, local, national and global contexts 加強學生在家庭、學校、社會、國家及全球範疇內的身份認同感	2.3.1 To cultivate students' service mindset and motivate them to contribute to the family, school and local community a. Facilitate family communication through programmes such as 'Cards to Parents/ Letters to Son' and encourage participation in external competitions and community services ★	• Over 70% of the parents and students take part in 'Cards to Parents/ Letters to Son' programme • Higher students' participation rate in external competitions based on KPM Data. • Higher students' participation rate in external community services can be detected at junior forms based on KPM Data	• Record of students' participation in external community services or competition • Feedback from teachers and students • KPM Data	9.2025 ~ 8.2026	• Subject Departments • Functional Teams • Class Teachers • Subject Teachers	• Baseline Reference Provision • Morrison Fund • ECA Fund • Life-wide Learning Grant

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	2.3.2 To provide more learning opportunities to students for their better understanding of national and global development a. Increase students' exposure to national and global development through lessons and functional teams' activities as well as Mainland Tours	• Students show enthusiasm in the activities • Students show better understanding of national and global developments • Students grow a stronger sense of national identity based on the survey results of APASO III	• Scrutiny of program plans and evaluation reports of Subject Departments and Functional Teams concerned • Number and level distribution of participants in related activities • Feedback from teachers and students • APASO III	9.2025 ~ 8.2026	• Subject Departments • Functional Teams • National Education Team • Team responsible for arranging Mainland Exchange Programs	• Baseline Reference Provision • Morrison Fund • ECA Fund • Life-wide Learning Grant • One-off Grant for Promotion of Chinese Culture Immersion Activities