School Report

2025-2026

Address: King Sang Estate, Tuen Mun

Tel.: 24632082

Fax: 24676036

Website: https://www.tmcss.edu.hk

Email: principal@home.tmcss.edu.hk

(1) Our School

About Our School

Our school is a grammar secondary school under the Catholic Diocese of Hong Kong. Founded in 1987, it is government-funded and supports co-education.

In its early years, the school operated by borrowing classrooms from other schools and offered only Form 1. In September 1988, it moved to its current location at Kin Sang Estate in Tuen Mun, where Form 4 was added. From 1992 to 2012, the school offered matriculation classes.

Starting from the 2022-2023 school year, in accordance with the Education Bureau's third-phase language policy, each junior secondary level admits 99 students to the classes with English as the medium of instructions for all subjects, while the remaining students are arranged in a class with English as the medium of instructions in core subjects.

The school has a principal and a total of 60 teachers, with a student population of 755.

Our Vision

> The school nurtures students with the five Catholic core values, **Truth, Justice, Love, Life and Family**. With the values, students are groomed into individuals of integrity with a fulfilled life, family and truth under Jesus's teachings on love and justice. Students work positively towards their life and contribute to the community under the guidance of our school mottos, Truth, Modesty, Constancy and Sincerity so as to achieve whole person development.

Our Mission

1. With the guidance of the Catholic Education, we aim at helping students embrace Jesus's teachings on love and justice and grooming students into individuals of integrity with moral, ethical and religious values.
2. We nurture students with compassion in serving the community and courage in meeting the challenge of life and enthusiasm in making contributions to our society and country.

Our School Management

Incorporated Management Committee

The Chairman of the Incorporated Management Committee is the School Supervisor. The Committee consists of eight school managers appointed by the Catholic Diocese of Hong Kong, including one independent manager, two parent managers, two teacher managers, and one alumni manager.

Our teaching team

1 Teacher capacity

There are 61 teachers including the principal and 1 NET teacher.

2 Education Qualification

Qualification	No. of teachers	Proportion
Doctoral Degree	1	1.6%
Master Degree	27	44.2%
Bachelor Degree	61	100%

3 Teacher Training

Teacher Training	No. of teachers	Proportion
Attained	53	86.9%

4 Benchmark standard for English and Putonghua teachers

Language teachers	Proportion
English Language	100%
Putonghua	100%

5 Teaching experience

Years	No. of teachers	Proportion
0 – 4 years	17	27.9%
5 – 9 years	17	27.9%
10 years or above	27	44.2%

Our students

1 Class structure

Level	F.1	F.2	F.3	F.4	F.5	F.6
Total: 24 classes	4	4	4	4	4	4

2 No. of students

Students	F.1	F.2	F.3	F.4	F.5	F.6
Total: 755	132	131	128	127	124	113

3 Student Attendance

Attendance Rate	F.1	F.2	F.3	F.4	F.5	F.6
95.9%	97.4%	97.4%	93.5%	97.0%	95.5%	92.9%

4 Early school leavers

Early school leavers	F.1	F.2	F.3	F.4	F.5	F.6
Total: 13 Proportion: 1.7%	3	3~~3~~	1	3	3	0

Reasons for leaving school	No. of students
Relocation / getting promoted to other institutions	8
Overseas studies	4
Immigration	0
Employed	1
Others	0

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 1: To boost students' learning confidence for achieving academic excellence

Target 1.1: To develop students as confident learners

Achievements

In Major Concern 1.1, students did agree that teachers help them share their learning outcome through public speaking opportunities. In stakeholders' survey, students ranked highly in the response of 'Teachers often organise different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentation'. (Mean = 3.9 compared to 3.7 in 2024-2025) Teachers responded positively in the professional development on self-directed learning, the four-part instructional framework, emphasizing the importance of peer interaction and collaborative learning. In Major Concern 1.1, students were planned to reinforce their language competence in learning EMI subjects. According to APASO, students' perception in learning English has been greatly improved (Q-value = 112 when compared to 106 and 107 in the previous two academic years). However, male students (Q-value = 116) outperformed female students (Q-value = 106). Junior form students (Q-value 114) outperformed senior form students (Q-value = 108). In the response of 'I know how to set my learning goals', the figure keeps increasing (Mean = 3.5) as they are more familiar with their own competence and the task nature. It echoes to the result in APASO that the Q-value of learning goals is 104 when compared to 90 in the previous two years.

Reflection

The four-part instructional framework guided teachers to the importance of collaborative tasks and also it creates opportunities for students to showcase their learning achievements. Referring to the implementation of Secondary 1 LAC regular curriculum, MOI teachers in junior forms and English teachers work more collaboratively. Secondary 1 students also responded positively in the cross-curricular excursion to Tai O in terms of learning outcomes in Reading, English and History and their cultural understandings. It is concluded that cross-curricular activities can encourage students with the use of target language for sharpening their language competence. The well-planned self-directed learning tasks make students more engaged in lessons.

Feedback and Follow-up

In terms of the breadth of knowledge, the delivery of knowledge is an opportunity for heightening students' motivation and academic perfection. There is a good start for using the four-part instrumental framework and the framework should be further intensified among teachers especially in the core subjects for benefiting greater proportion of students and students can learn horizontally in a holistic way.

In terms of digital literacy, it is clear that students can maximize learning efficacy through the use of artificial intelligence, so digital literacy and AI pedagogy should be further enhanced. Both teachers and students should be equipped with the abilities to make good judgments for the implementation of AI in facilitating learning. Guidelines should be given to both teachers and students.

It is obvious that some traditional cross-curricular activities are worthwhile but some adjustments should be considered so as to encourage our students to be active learners and they are more aware of their learning outcomes. The activities should be documented as a learning journey and students can review their performance and their learning goals and the sense of ownership is then established.

Target 1.2: To equip students with skills and discipline for academic excellence

Achievements

In the stakeholders' survey, the response of 'I take an active role in learning inside and outside of the classroom' is positive (Mean = 3.6 compared to 3.3 – 3.5 I the previous few years. However, the enjoyment and confidence of learning inside and outside the classroom do not go along with the above response (Mean = 3.4) even the conditions have been improved. In the use of learning platforms from subject panels and gifted programmes, the frequency is satisfactory and some students can receive recognition and certificates with their online learning experience. The number of gifted students reaches 115 even the nomination system has been advanced by AGE. In the two study tours, students responded positively in the use of Prof-E, the artificial intelligence platform. Both the quantitative and qualitative data are received.

In the stakeholders' survey, the response of 'I often read materials such as leisure reading materials and newspapers outside class' has been improving but the mean score is still low. When referring to APASO, the love of reading is sustained but a lot of students responded in a reading questionnaire that they do not have time to read leisurely and the choices are limited.

Reflection

In terms of skills and discipline for academic excellence, students were sharpened with the skills in creating chatbots and the sense of digital literacy. Some high-achieving students were given opportunities to explore themselves with more advanced knowledge in Learning and Teaching Expo and Hong Kong Science Fair. However, average students may face the problems of discipline in academic excellence when teacher support is not available due to lower confidence when compared themselves with brighter groups and whether they are engaged through the joy in learning. They are more eager to engage in an immersive learning experience and a positive learning environment.

The figures on reading need room for improvement. In the late second term, teachers provide opportunities for students to read leisurely during the lunch break and it is necessary to extend the activities to parents and the frequency is satisfactory. After the pilot, students should be more engaged in the ownership in the reading by making decisions on the choices of books. The large scale book fair is significant but the reading habits should be developed through daily practice. Students are willing to and given time to read when handling projects and academic tasks. In the assignment inspection, some subject panels obviously encourage students to read as the pre-tasks.

Feedback and Follow-up

In terms of the breadth of knowledge, learners' confidence is boosted when they are satisfied with the goal settings and the level of difficulty. They also need to be recognized and exposure to the outside world can make students gain confidence. Average students may not be confident to enter competitions but they like exploring around to apply their knowledge. Opportunities like Italy and Germany study tours should be given even they may not be run by the school due to the budget cut. Students may have to know well about their character strengths so as to choose their favourable extended learning paths.

Reading with immersive experience facilitates their learning and arousing their interests especially male students. Besides the annual book fair, an immersive and focused reading event is recommended to be organized in the first term alongside with the lunchtime leisure reading time. As students are in favour of excursions for exploring knowledge, reading and culture can be a key element in the study tours in the mainland.

Major Concern 2: Cultivate the gratefulness atmosphere through value education and service learning

Target 2.1: To strengthen the thanksgiving ambience so that students will take good care of themselves and be appreciative to family, the community and country

Achievements

School is committed to fostering a culture of gratitude on campus and creating a strong atmosphere of appreciation. For example, the Pastoral Care Team has set up a “Thank You Tree” to display students’ messages of thanks; the Discipline Team has implemented the chair-flipping policy in classrooms to guide students to thank janitors through practical actions; the Parent-Teacher Association held a " Good Deeds Recognition " commendation activity to recognize students; the Extra-curricular Activities Team and Music Department added segments of gratitude and teacher-student chorus in the singing competition. School with thanksgiving ambience will create a positive effect to the school atmosphere and students will be feel the happy ambience. The Q value of the "Satisfaction (School)" item in the APASO questionnaire rose from 106 to 116, exceeding the annual target. Students’ sense of belonging and feelings of gratitude have improved, especially among senior secondary students. The stakeholder questionnaire shows that students’ perception of teachers’ teaching rose from 3.7 to 3.9 points (average 3.85), reflecting students’ appreciation for teachers’ dedication. All planned activities, including gratitude tasks, Mental Health Week, service learning, volunteer programmes and cross-subject values education, were completed on time with positive feedback from teachers and students.

The school has fully rolled out mental health support work, and initial improvements have been observed in students’ emotional well-being. The school has joined the ‘JC LevelMind@School’ programme. The Counselling Team has organized physical and mental health management courses for Form 1 and Form 2 students. Teachers, students and the team from PolyU have planned an on-campus mental health space, which is scheduled for implementation in the next academic year. Teachers and students have participated in mental health ambassador training courses to prepare campus promotional activities. The Parent-Teacher Association has held various parent activities to help parents manage stress. Form 3 and Form 5 pastoral lessons have adopted the health literacy resource kits from the EDB, Mental Health Week was held in the second term. APASO questionnaire data shows that students’ Q-score for "Positive Emotions" rose slightly from 102 to 103, meeting the target, while the Q-score for "Absence of Negative Emotions" increased from 102 to 112, indicating a marked reduction in negative emotions. However, male students only achieved a positive emotion score of 95, which requires continuous follow-up.

Diversified programmes in civic education and national security education has resulted in desirable achievements. The high Q-value (score 116) in the Apaso of appreciative attitude towards the country is top related to National Identity (responsibility, obligations, proud, love, national flag, anthem and achievements.

Reflection

Remarkable progress has been made in building a culture of thanksgiving. The APASO Q-scores for "Satisfaction (School)" (116) and "School Climate (Sense of Belonging)" (116) both reached the highest tier. Together with the “Thank You Tree”, "Turning the Chair Upside-Down", Good Deeds Recognition and various teacher-student interaction activities, the culture of thanksgiving has taken root on campus. Nevertheless, the data reveals a contrast: while the sense of belonging remained high (116), the score for absence of loneliness declined (94→88). This shows that students’ identification with the school is not fully aligned with their inner feelings of loneliness. Interpersonal connections within classes need further strengthening, with male students and senior secondary students (both scores dropped from 93 to 85) requiring the most support.

In terms of mental health, the substantial rise in the Q-score for absence of negative emotions (102→112) is a positive sign. The Q-score for "Absence of Anxiety and Depressive Symptoms" from 90 to 98, showing gradually improvement. Male students’ positive emotion score (95) was markedly lower than that of female students (113). Emotional support should be strengthened to target male students. The "Mental Health Space" under the LevelMind Project will be launched in the next academic year, providing a more direct support channel for students.

Feedback and Follow-up

In the coming year, sustain gratitude practices: Continue to run the Thank You Tree, gratitude cards, "Turning the Chair Upside-Down", Good Deeds Recognition and various mutual appreciation activities between teachers and students to deepen the culture of thanksgiving. Also, implement construction and setup plans for the "Mental Health Space" (Room 110) to provide a stable space for emotional support for students; keep rolling out the Wellness Ambassador Programme and mental health promotion activities. More importantly, teach students how to deliver services before providing student services, so that the elements of service-learning can be better demonstrated.

Address the loneliness and emotional needs of male and senior secondary students by enhancing class management and peer support. Design activities more suitable for male students to strengthen peer connection and relieve loneliness among students. Also, Use the ‘Character Strength Questionnaire’ in positive education to identify students who possess integrity and a willingness to serve others, and offer them opportunities to unlock their potentials (Especially male students). Beside, complete and review Mental Health Week activities; continue to organize parent education activities and collaborate between home and school to cater to students’ physical and mental needs. Finally, will join and carry out the programme of “Healthy School Programme” and “My Pledge to Act Programme 2.0 ”, to develop healthy living habits, stay away from harmful substances, and establish positive values.

Target 2.2: To implement value education and service learning to inculcate Catholic five core values and twelve priority values and attitudes

Achievements

The school continues to expand service-learning opportunities, and the participation rate of students in voluntary work has risen year by year. The Pastoral Care Team, Civic Education Team, together with the Physical Education Team, Student Union, Parent-Teacher Association and Religious Education Team have organized various activities including blood donation drives, volunteer services for the Hong Kong Games, casual wear day fundraisers and Caritas volunteer programmes. These activities allow students to care for the community and help people in need through practical experience. The APASO questionnaire shows that the Q-value for "frequency of volunteer service" has increased from 95 to 98, marking improvements for two consecutive years, though it has not yet met the annual target. There remains room to boost the participation level of male students. Value education has achieved satisfactory results. The Q-value for "moral awareness (importance)" remains at a high level of 116, with a further increase among Form 5 students. In the stakeholder questionnaire, the rating for the school’s cultivation of moral character has risen from 3.7 to 3.8, reflecting students’ recognition of the school’s value education initiatives.

Our school systematically implements values education, with "Love" as the annual theme running through the campus. The Values Education Team has developed a school-based values education framework. Through morning assembly sharing sessions, and in collaboration with the Chinese and Music subjects, values education is integrated into subject lessons. The school arranges student campus ambassadors for the Constitution and the Basic Law to set up booths on National Constitution Day. The Counselling Team organized nurturing activities for different grade levels based on a six-year growth curriculum. The ECA Team and the Physical Education Department also put into practice the spirit of "Love " through inter-house speech competitions and arrangements for the Athletics Meet. In addition, the school includes virtue reflection questions in activity questionnaires. The Discipline Team further incorporates the E-Class Reward Scheme into conduct assessment. The score for the stakeholder questionnaire item "The school is a caring place" meets the target at 3.7 points, reflecting the effectiveness of values education and students' recognition of the caring atmosphere on campus.

Reflection

Service learning took further strides this academic year. Volunteer opportunities covered blood donation, major sports events, fundraising campaigns and partnership schemes. The frequency of students' volunteer participation rose for two consecutive years (89→95→98). Nevertheless, the APASO Q-score for "Frequency of Volunteer Service" (98) was nearly reached the expected goal (100). Male students'participation rate (92) was significantly lower than that of female students (102). Beside, some teachers reported in the 25-26 academic year that students did not know how to serve others effectively during practical service activities and failed to understand the true meaning of serving others. In the coming year, the scope and target groups of service learning should be further expanded, and service components should be more closely linked with learning elements so students can apply knowledge to serve the community.

In value education, the school-based value education framework (simplified version) provided a clear tool for different subject teams. The annual theme of "Love" permeated the campus through subjects, morning assemblies, speech contests, Sports Day and reward mechanisms. The Q-score for "Moral Awareness (Importance)" remained at the highest level of 116. The two stakeholder indicators "The school is a caring place" and "Cultivation of good moral character" either met targets or improved, representing the right direction. The whole-school participation model is still under development. In the next year, more subject teams should be engaged to deepen the penetration of value education across the whole school.

Feedback and Follow-up

Sustain service learning initiatives including blood donation, volunteer service at major events and casual clothes day fundraising. Focus on boosting male students' volunteer participation to push the volunteer service frequency score to 100 or above. Beside, continue to run the Jockey Club 'JC Volunteer Together'. Collaborate with the Pastoral Care Team , Religious Education Department and other units to expand service target groups (e.g. the elderly and people in need), and add reflective elements in services to realize the learning nature of "service learning".

Promote the school-based value education framework to more subject teams to achieve a whole-school participation model. For value education, the school has participated the Value Education programme from the Hong Kong Catholic Diocese. We have successfully to incorporate the five core values of the Catholic Education and the twelve priority values and attitudes and have created a 6-year value education framework for implementation. It is hoped that to nurture students systematically with all the values in their secondary school life. We will continue to organize cross-subject activities themed on the annual theme of "Love", and optimize the connection between activities and value education to integrate value education into students' daily learning and life. They also hope to strive to achieve their personal goals in each activity, challenge themselves, in alignment with next year's school annual value cultivation theme, "Striving for Moral Excellence".

(3) Our Learning and Teaching

- The 2025–2026 review shows progress in student participation and individual goal-setting, alongside continuing needs in independent learning and reading. Coordination by the Vice Principals, seven teaching and learning teams, and subject leaders supports curriculum development. Evaluation should focus on classroom implementation and student progress rather than activity numbers.
- The four-part instructional framework promotes collaboration and opportunities to demonstrate learning. Ratings for varied learning activities increased from 3.7 to 3.9, while active participation reached 3.6. However, enjoyment and confidence scored 3.4, highlighting the need for achievable challenges, clear success criteria and timely feedback.
- Language across Curriculum initiatives, including Secondary 1 collaboration and the Tai O excursion, support purposeful English use. APASO perceptions of learning English improved to 112. Targeted scaffolding and monitoring are still needed; these perceptions do not establish attainment differences.
- Reading activities remain valuable, but limited time and choice hinder regular leisure reading. Protected reading time, student choice and subject-linked reading should be strengthened. Adapted provision for non-Chinese-speaking students should be evaluated through their work and progress.
- Collaboration among seven humanities panels and use of the QEF-funded Humanities Room should emphasise inquiry, shared objectives and reflection. Digital and gifted education should promote responsible AI use and provide appropriate challenges beyond identified gifted students.
- Improved goal-setting provides a foundation for self-directed learning. Support should address diverse learning needs. The next cycle should help students plan, monitor and review learning independently, using student work, observations and feedback to assess sustained confidence and academic progress.

(4) Our Student Development

- The 2025–2026 review indicates progress in gratitude, values education and student wellbeing. Coordination by the Vice Principal responsible for student development and collaboration among support teams provide a foundation for whole-person development. Evaluation should examine students' experiences and progress rather than activity completion or competition awards alone.
- Gratitude initiatives and the annual theme of "Love" support a caring atmosphere. APASO school satisfaction increased from 106 to 116, while moral awareness remained at 116. Male and senior secondary students require stronger peer connections and targeted support.
- Mental health indicators show improvement, including absence of negative emotions rising from 102 to 112. The planned Mental Health Space, ambassador training and parent education should strengthen accessible support, with their impact monitored.
- Volunteer service frequency Q-score increased from 95 to 98 but remained below the target of 100. Lower male participation and teachers' observations of limited service understanding highlight the need for preparation, practical guidance and structured reflection.
- The six-year values education framework should extend across subjects, connecting Catholic core values with daily conduct. National education and sister-school exchanges should deepen understanding through student-led participation and reflection.
- Career planning, alumni partnerships, inclusive support and external resources broaden opportunities. Their effectiveness should be assessed through students' decision-making, engagement and individual progress throughout secondary education. The next cycle should prioritise equitable participation, emotional connections and meaningful learning outcomes, ensuring that provision translates into sustained personal growth.

(5) Financial Summary

Annual Financial Report (Subsidized by the government)			
Items NOT on Expanded Operating Expenses Block Grant			
No.	**Items**	**Income**	**Expenditure**
1	Other Recurrent - Government Rent, Rates	587,012.00	587,012.00
2	Committee on Home-Sch Co-op Proj Gr. A/C	26,044.00	28,483.02
3	Salaries Grant A/C		
	(a) Salaries Grant - Teaching Staff	40,519,392.50	40,519,392.50
	(b) Teaching Staff P.F./MPF Con deducted at source	2,095,336.93	2,095,336.93
	(c) Teaching Staff MPF Contribution	18,000.00	18,000.00
	(d) Salaries Grant - Supply Staff		
	(e) Salaries Grant - Teaching Supporting Staff	1,606,095.00	1,606,095.00
4	Employer's Cont to PF Scheme for NT A/C	466,422.81	462,665.00
5	Grant A/C for Fringe Benefits under NET	68,305.00	68,305.00
6	School-based After-school Learning & Support Prog.	140,400.00	128,666.62
7	Teacher Relief Grant for IMC School	5,423,009.50	5,510,016.00
8	Learning Support Grant for Sec. Sch	620,080.00	634,280.47
9	Teaching Training Grant (SEN) for IMC Schools	129,780.00	129,780.00
10	Diversity Learning Grant-Applied Learning (ApL)	134,775.00	134,775.00
11	Diversity Learning Grant - Other Languages	84,550.00	101,304.00
12	Fractional Post Cash Grant (FPCG)	71,522.00	76,700.00
13	Senior Secondary Student Mainland Exchange Program	60,000.00	45,250.00
14	Moral and National Education Subject Support Grant		20,452.52
15	Information Technology Staffing Support ITSS Grant	343,562.00	394,317.00
16	Sister school Grant		1,503.72
17	Promotion of Reading Grant	66,176.00	58,542.94
18	Life Wide Learning Grant		650.71
19	Student Activities Support Grant	110,500.00	110,500.00
20	One-off Grant on Parent Education (Secondary)		38,440.00
21	Prom.Chi.Culture Immersion Activities(One-off Gr.)		15,977.21
22	Prom.Self-Directed Lang.Learning_Eng.(One-off Gr.)		54,374.01
23	Prom.Self-Direct Lang.Learn_Putonghua(One-off Gr.)		24,283.93
24	Life-wide Learning & Sister School Grant	1,273,500.00	1,045,680.32
25	Grant for After-School Support for NCS Students	159,041.00	153,400.00
26	QEF-e-Learning Funding Programme	110,640.00	110,640.00
27	AI for Empowering Learning and Teaching Funding Prog.	500,000.00	11,471.69
	Total	**54,614,143.74**	**54,186,295.59**

Expanded Operating Expenses Block Grant			
No.	**Items**	**Income**	**Expenditure**
(A)	**EOEBG - School Specific Grants**		
1	Air-conditioning Grant	564,590.25	213,203.00
2	Administration Grant	4,024,500.00	4,044.058.00
3	Composite Information Technology Grant	539,146.00	429,315.15
(B)	**EOEBG Baseline Reference**	**1,919,958.18**	
	Other Income	60,003.52	
1	EOEBG - Furniture & Equip.		288,437.26
2	EOEBG - School and Class Grant		1,410,066.04
3	EOEBG - Lift Maintenance Grant		80,580.00
4	EOEBG - Air Cond. Grant for Prep Room of Lab.		12,523.50
5	EOEBG - Consolidated Subject Grant		46,142.57
6	EOEBG Exp. (Training and Development Grant)		51,640.30
7	General Domain Control Account: Provision for Severance Payment and Long Service Payment		52,179.03
8	Capacity Enhancement Grant	609,252.00	565,035.15
9	School-based Speech Therapy Administration Grant	7,687.00	6,360.16
10	School-based Management Top-up Grant	48,047.00	47,700.00
	Total	**7,773,183.95**	**7,247,240.16**

(6) Feedback and Follow up

Building on the progress achieved in 2025–2026, the school will consolidate a positive learning culture and a caring environment that support students' confidence, independence and holistic development. Survey findings indicate improvements in motivation, school satisfaction and moral awareness. However, classroom observations suggest that motivation is not consistently reflected in independent learning, while loneliness and limited understanding of service remain concerns. The Learning and Teaching and Student Formation Committees will therefore strengthen coordination and evaluate the impact of initiatives on students' learning and personal growth, rather than activity completion alone.

To strengthen learner confidence and intrinsic motivation, teachers will use positive feedback, recognition of constructive learning behaviours, character-strength approaches and Compassionate Systems tools. Goal setting and learning portfolios will help students plan, monitor and review their progress. Structured note-taking will support self-directed learning. Professional development and teacher mentorship will strengthen consistent classroom practice and support students with different learning needs, including those requiring greater encouragement.

Cross-curricular language learning will be reinforced through collaboration between English and English-medium subject panels, peer lesson observation and opportunities for students to communicate their learning. Deep and immersive reading experiences will address fragmented reading and limited engagement with non-assigned texts. AI-supported pedagogy will be developed alongside digital literacy, ethical judgement and balanced technology use. Teachers will complete at least ten hours of professional development in digital education. Gifted programmes will offer wider choices and opportunities to share learning, while the STEAM curriculum will be refined to strengthen interdisciplinary application and creativity. Life-wide learning and study tours will broaden students' horizons and support their understanding of future learning pathways.

Gratitude practices, including appreciation cards, class Thank You Trees and the PTA's Good Deeds activities, will continue. Strong school belonging should not obscure students' loneliness: the 2025–2026 review identifies male and senior secondary students as requiring particular attention. More small-group class activities, teacher–student interaction and reflective reviews will strengthen peer relationships. The Wellness Club, Mental Health Week and campus wellbeing initiatives will help students understand emotional needs and practise stress management. Parent and professional partnerships will support these efforts. The school will aim to raise the APASO "Not Lonely" score above 100 while maintaining strong belonging.

Service learning will place greater emphasis on preparation, practical guidance and reflection. Mentoring, peer study groups, student leadership and community outreach will enable students to apply knowledge and experience the purpose of helping others. Subject panels, form teachers and values education teams will collaborate through initiatives such as JC Volunteer Together. Particular attention will be given to encouraging male participation and assessing students' understanding of service, not merely participation frequency.

Building on the annual theme of "Love", values education will progress towards "Striving for Moral Excellence", emphasising accountability, benevolence and integrity. The six-year framework will connect Catholic core values and priority values with subject learning, ethical discussions, student reflection and daily conduct. Academic planning will extend values education to at least two additional subjects or year levels. Chinese Culture Day, mainland and sister-school exchanges, the planned Nanjing study tour and parent engagement will deepen cultural understanding and national identity. Healthy School, Beat Drugs with Sports and My Pledge to Act 2.0 programmes will reinforce healthy lifestyles and responsible choices.

Implementation will be reviewed through APASO, stakeholder surveys, student work, learning journals, classroom observations and activity feedback. The committees will support developing team leaders and coordinate resources carefully amid workload and funding pressures. These measures will help translate participation into sustained learning confidence, stronger relationships and meaningful personal growth.