



屯門天主教中學

Tuen Mun Catholic Secondary School

School Annual Plan 2025-2026

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1. 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.

2. Mission

2.1 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.

2.2 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.

3. Core Values of Catholic Education

Love, Life, Family, Truth and Justice

4. School Motto

Truth, Modesty, Constancy, Sincerity

2024-2027 Major Concerns

1. Learning and Teaching

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

Target 1.1: To develop students as confident learners

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

2. Student Formation

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

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

Tuen Mun Catholic Secondary School

Learning and Teaching Committee (Formerly known as Academic Committee) Department Annual Programme Plan (2025-2026)

1. Long Term Goals

- 1.1 Focus on students' learning issues and promote a positive learning culture.
- 1.2 Enhance teaching effectiveness and establish high-quality instruction.
- 1.3 Handle student affairs administration efficiently and provide administrative support for teaching.
- 1.4 Promote the practice of the five core values and value education at the student and educational levels.

2. Short Term Goals

- 2.1 Facilitate adjustments to secondary school teaching in accordance with the development of the new senior secondary curriculum; pay attention to the implementation of cross-curricular English learning in junior secondary to strengthen English foundation.
- 2.2 Enhance teachers' professional skills in catering to student diversity; assist students in developing self-directed learning abilities.
- 2.3 Promote the integration of IT and AI in learning and teaching; construct a mobile learning environment, and cultivate students' IT literacy.
- 2.4 Foster a culture of learning through assessment.
- 2.5 Drive STEAM education activities to enhance students' ability to apply interdisciplinary knowledge and inspire their creativity and potential.

3. SWOT Analysis

3.1 Strengths

- 3.1.1 The school's student affairs administration is well-established and systematic, providing a solid foundation.
- 3.1.2 Most colleagues within the team have experience in handling student affairs and possess a spirit of responsibility.
- 3.1.3 The majority of colleagues within the team also serve as subject heads, allowing them to address the developmental needs of different subjects and closely follow educational trends.
- 3.1.4 The Language Across Curriculum Committee, led by an experienced vice principal and English deputy heads, collaborates smoothly with relevant subjects, having a positive outlook on language adjustment and increased confidence in its development.

3.2 Weaknesses

- 3.2.1 Some colleagues within the team have taken on multiple roles, increasing the quantity of meetings and workload.
- 3.2.2 The constantly changing school policies due to the pandemic require the creation of new timetables, adoption of new teaching strategies to accommodate different modes of learning, and providing support for students facing challenges related to cross-border learning. These factors have significantly increased the workload.

3.3 Opportunities

- 3.3.1 As per the language policy adjustment, 75% of Form 1 students are suitable for English as the language of instruction, enhancing student motivation.
- 3.3.2 The changing language policy provides an opportunity for subjects to consider switching to English as the language of instruction.
- 3.3.3 The school continues to optimize its infrastructure for e-learning, facilitating the adoption of digital teaching in classrooms.
- 3.3.4 With improvements in the four core subjects, there is an increase in instructional hours for elective subjects. Moreover, there is an increase in students' overall learning experiences.
- 3.3.5 With the new lesson timetable, a few junior subjects are provided, diversifying students' learning experiences.

3.4 Threats

- 3.4.1 There has been an increase in the overall population of Hong Kong immigrants recently, resulting in the departure of students and teachers. The departure of experienced staff not only affects teaching but also poses challenges in administrative work. Several subject departments currently have inexperienced teachers as subject heads, who may lack administrative experience and specific plans for the long-term development of their subjects.
- 3.4.2 The pandemic has caused long term problems in terms of student learning discipline and junior form students obviously need more encouragement.

2025-2026 Annual Plan**1. Learning and Teaching****Major Concern 1: To boost students' learning confidence for achieving academic excellence****Briefly list the feedback and follow-up actions from the previous school year:**

- The bridging between Key Stage 2 to Key Stage 3 and Key Stage 3 to Key Stage 4 should be reviewed so as to deal with the wider learners' diversities.
- Cross-subject collaborative tasks should be highly encouraged. Students should be able to master the generic skills, language skills and IT skills through the life-wide learning opportunities.
- The student learning modes and teachers' instructional modes should be revised and the teaching team should have strategic plans in terms of the teaching skills.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1 To develop students as confident learners	Teachers help students share their learning outcome through public speaking opportunities such as morning assembly and class presentation. Teachers take the opportunities to honour student achievements outside school such as competitions at Greater Bay Area, provide encouragement and positive feedback. Students can also showcase their	Subject panels provide presentation opportunities for students both inside and outside classroom. Students show positivity to the public speaking opportunities and the way to learn. Students were equipped with the skills when presenting publicly.	Stakeholders' survey Lesson observation Teachers' Observation Students' performance	Whole year	All teachers	NIL

	achievements in the public areas such as the school lobby and the bulletin boards. Teachers should be equipped with the skills in giving inputs to students and coaching students also through artificial intelligence platforms.					
	Reinforce the language competence on students in EMI subjects and equip students with the competence in learning language and subject knowledge across curriculum through Language across Curriculum policies in EMI subjects, Refined Secondary 1 Language across Curriculum and Secondary 1 to 3 Reading across Curriculum in Reading Lessons and extended activities.	Teachers are provided with peer observation opportunities. Students can think actively about their learning experiences and present their thoughts positively in spoken or written forms.	Stakeholders' survey Lesson observation Teachers' Observation Student course work Reports	Whole year	Members of LACC, English, Science, Mathematics, Geography and History panel members	NIL
	Based on the subject nature, adopt the learning approaches in order to empower students with the self-directed learning habits	Students are positive in employing the self-directed learning skills for effective learning	Lesson observation Teachers' Observation Student course work, Stakeholders' surveys	Whole year	All teachers	NIL

	at home. Professional development opportunities are given to teachers in understanding and internalizing the use of learning tools regarding assessment for learning, cooperative learning, catering for learner diversity and questioning skills with the principles of the major concerns and the theme of the year.	outcomes.				
	Develop student learning portfolios and goal setting strategies for nurturing students as active learners.	Students can review their goal settings and learning portfolios before and after their exams and across years.	Student course work, Reports Stakeholders' survey	Whole year	Teachers of Reading Lessons	Reading Grant

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

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.2 To equip students with skills and discipline for academic excellence	Refine and measure the effectiveness of self-learning platforms such as Online Question Bank, Chemists Online, Junior Science Self Learning Scheme and English Builder in accordance to goal settings and self-directed learning skills acquired by students.	Students are positive in terms of teacher's support and their learning in stakeholders' survey and Apaso. Teachers measure the effectiveness of the self-learning platforms and policies through student records.	Stakeholders' survey Lesson observation Teachers' Observation Student course work Reports Student record	Whole year	Members of curriculum development team, panel heads	Learning and Teaching Committee budget
	Extend the number of gifted porgrammes and the participants and provide a wider range of choices in gifted programmes in order to boost student confidence and their life planning in further studies.	Students in gifted programmes can share their learning experiences to others publicly.		Whole year	Members of Technology and gifted education team, panel heads of Science, Mathematics, Economics, English	Diversity learning grant, After school learning support grant

	Encourage cross-curricular or subject-committee activities especially on the side of artificial intelligence and excursions. Encourage students to share their reflective thoughts after study tours or field trips to the motherland and other countries.	Students are positive with the learning experience and they can think actively about the learning process.	Teachers' Observation, Students Performance, Reports, Stakeholders' survey	Whole year	Subject panel heads and members	Life-wide learning support grant, student activities support grant
	Students are enriched with reading opportunities and learn through reading in terms of project work, reading lessons and large scale reading activities.	Students are positive and empowered in mastering knowledge through the reading experience.	Minutes of panel meetings, Stakeholders' survey Reading questionnaire	Whole year	Panel heads and members, members of Reading Scheme Team	Reading grant

Other development plans

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Promote value education	Immerse value education into school curriculum and refine the learning modules.	At least 2 more subjects or two more levels are involved in developing the learning modules promoting value education.	Minutes of subject ICs meeting, questionnaire	Whole year	Subject ICs, members of Value Education Team	
Encourage professional development among teachers	Encourage the sharing of teaching strategies and AI professional development among teachers	Teachers share their teaching strategies or AI skills in staff meetings	Minutes of staff meeting and record of staff development day	Whole year	Vice Principal (Learning and teaching), Subject ICs and deputy subject ICs	
Complete the whole junior STEAM curriculum	Teachers work collaboratively and share the latest trends in education and needs from our students. Teachers refine Secondary 2 curriculum and plan Secondary 3 curriculum and report the observation from Secondary 1 curriculum.	Secondary 3 STEAM curriculum is developed.	Meeting Minutes	Whole year	Subject ICs and subject teachers of CL, DT, Music, Visual Arts, Science, Biology, Physics and Chemistry	

Tuen Mun Catholic Secondary School
Student Formation Committee Annual Programme Plan (2025-2026)

1. Long Term Goals

- 1.1 Uphold the core values of Catholic education to cultivate students who possess love and justice as good citizens
- 1.2 Establish students' good character and positive values.
- 1.3 Provide comprehensive education for holistic development and lifelong learning
- 1.4 Enhance students' confidence and positive life attitudes
- 1.5 Create opportunities for students' multifaceted development.
- 1.6 Implement emotional education to build good teacher-student relationships and enhance students' sense of belonging to the school.
- 1.7 Develop parent's education.

2. Short Term Goals

- 2.1 Nurture the good virtues of students by implementing catholic core values and value educationn.
- 2.2 Strengthen the participation of parents in school activities.
- 2.3 Promote and implement the plans of different groups to achieve the school's development goals.
- 2.4 Evaluate the effectiveness of the work plans of different teams.
- 2.5 Adjust the implementation of the work plans of different teams.

3. SWOT Analysis

3.1 Strengths

- 3.1.1 The school put emphasis on cultivation students' characters and has seen positive results in Apaso.
- 3.1.2 There is clear division of labor within the organization, and colleagues are willing to give constructive feedback for both school and students' development.

3.1.3 There is good communication and collaboration among different teams.

3.1.4 Team leaders are either experienced teachers or with passion.

3.2 Weaknesses

3.2.1 Some team leaders are green and need more supervision and guidance to pick up the work.

3.2.2 Senior colleagues need to balance training new colleagues and administrative work, resulting in heavy workload.

3.2.3 The leaving of experienced senior teachers may cause short-term disturbance to the work.

3.3 Opportunities

3.3.1 Seek more external resources by closely collaborating with community organizations.

3.3.2 The green members add in vitality and creativity to the momentum of the committee.

3.3.3 Early identification tools help identify students with special learning needs at an early stage.

3.3.4 Supportive Parent-Teacher Association facilitate the communication between school and parents

3.4 Threats

3.4.1 The socio-economic backgrounds of students are weak and school support is essential.

3.4.2 Educational policies are rapidly changing, requiring teachers, students, and parents to respond quickly.

3.4.3 The aftermath of the pandemic takes longer time for students to return to the disciplined school life.

3.4.4 The reduction in EOEBG may hinder the operation of the committee in organising activities.

2. Student Formation

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

- Students like serving others but the aim of service learning may lack the reflective response from students.
- Schools and particular subjects or committees have established good connections with institutions promoting the cultural exchange opportunities to students

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
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	Continue to design some thanksgiving tasks e.g. writing cards, letters to teacher and parents, Class's "Thank You Tree".	After the tasks, student understand the efforts of teacher and parent and appreciate what others do for them. APASO surveys score in the item of Satisfaction (School)>106 The scores in stakeholders' surveys about student in "Students respect their teachers">3.7 Positive feedback shown in student's "Thank you Card"and "Thank You Tree".	Student course work, stakeholders' survey, APASO	Whole year	Subject panel heads and members	NIL
	Join and carry out the	Successfully in setting up	Stakeholders' survey,	Whole	VP(Admin),	Jockey Club

	programme of 'JC LevelMind@School' Setting up the Wellness club to promote mental health. Through join student-teacher meetings, students are made aware of their mental health needs and participate in activities and facilities developed to promote mental health in school.	the club with core members receiving training Students learn and understand about their own and others' mental health need through the programme APASO surveys scores in the item of Emotions (Positive emotions and no negative emotions) >102 Positive feedback shown in the evaluation form	APASO, evaluation from students, teacher observation	year	AVP(SF), Social workers, Senco, head of GC	Funding
	Organizing Mental Health week. Through different activities in this week such as hall assembly, booth games, movie appreciation, and exercise stress relief allow students to learn how to reduce personal emotional stress.	Students can build positive thinking and reduce stress through the activities in this week Positive feedback shown in the evaluation form APASO surveys scores in the item of "Affect on positive affect no negative affect" >102	Stakeholders' survey, evaluation from students APASO	May,2026	AVP(SF), Social workers, Senco, HMSC Panel	NIL
	Strengthening class formation by encouraging more class activities. E.g.,	After the tasks, students can strength their relationships with others	Teacher observation and APASO	Whole year	Form teachers	Life-wide learning grant

	activities organized by one's own class	APASO surveys scores in the item of School Atmosphere (Not lonely) >102 Stakeholders' survey score of students about the item "Students help each other and get along well" keep in 3.8-3.9				
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Major Concern 2: Cultivate the gratefulness atmosphere through value education and service learning

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.2 To enhance value education and service learning to inculcate Catholic five core values about 'Love' and the 'Empathy, Benevolence' of twelve priority values and attitudes	Provide opportunities for service learning e.g. mentoring, study groups, student leaders in school clubs and activities, community outreach programme Work collaboratively with subject panels and coordinate a range of service learning opportunities	Positive feedback from teachers and students Student can learn and understand the purpose of serving others and feel a sense of accomplishment in helping others APASO surveys score in the item of moral awareness keep in high level e.g. 113 Stakeholders' surveys score in student in "School can	ECAC questionnaire, reports from school clubs, Stakeholders' survey, APASO	Whole year	AVP(SF), Club advisors and panel heads	Life-wide learning grant

		help us develop good character in the classroom”>3.7				
	Continue to provide case studies and groups discussions on ethical issues e.g. business activities, information literacy	At least two subjects are involved Positive feedback from teachers and students	Minutes of panel meeting, student course work	Whole year	Panel heads and members	
	Express their reflective thoughts towards certain values through student work	At least two subjects provide the opportunities for students to express their thoughts in their student work Positive feedback from teachers and students	Minutes of panel meeting, course work	Whole year	Panel heads and members	Life-wide learning grant
	Subject panel and committee held different activities in line with the school’s “Sex-Year Development Framework” Implementation of the value education programme. Carry out activities to promote the theme ‘Love’ in the	APASO surveys score in the item of frequency of volunteer service>100 Stakeholders’ survey score of students about the item “School is a place of care” >3.7	Feedback from student, course work, APASO, Stakeholders’ survey	Whole year	Panel heads and members	NIL

	second year of the six-year framework.					
	Participation in the volunteer service for Form 2 students with the joint effort of teams and form teachers. Teach students the meaning and purpose of volunteering through lessons, and practice in their daily lives.	After the planned activities e.g. “JC Volunteer Together-School-Based Programme”, student can understand the purpose of serving others and feel a sense of accomplishment in helping others Positive feedback from teachers and students	Feedback from students and handbook of the programme	Whole year	Members of Value Education Team, RE panel	Jockey Club Funding
	Invite teachers to share values education strategies at staff meeting	Teachers understand how different subjects and committee use values education through peer sharing	Feedback from teachers	Whole year	Panel heads	NIL
	Subjects incorporate the theme of the year: “Love’ in teaching and activities	Students can express the elements of love in lessons	Feedback from the subject panels and APASO	Whole year	Members of Value Education Team	NIL
	Immerse value education elements into school award scheme	Students can understand how well they perform in different aspects of value education by the number of stickers they get.	The record of award scheme	Whole year	All staff	NIL

National Security Education

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To deepen the implementation of National Security Education	Continue to encourage students to share their reflective thoughts after study tours or field trips to the motherland	All student complete the booklets and give positive feedback on the tours. Students can experience the development of the country firsthand. APASO surveys score in the item of “National identity” keep in high level e.g. 116	Student course work, field trip or study tour booklet, APASO	Whole year	Subject panel heads and members, CE Team	
	Continue to participate in activities or competitions at Greater Bay Area Seek opportunities to work with institutions in the mainland Visit the sister schools regularly	Positive feedback from teachers and students Student can understand the education system of the mainland; increase national identity and sense of belonging APASO surveys score in the item of “National identity” keep in high level e.g. 116	Minutes of panel meetings, staff meetings and subject ICs meeting	Whole year	Subject panel heads and members	Life-wide learning grant, After school learning support grant, one-off fund for Citizenship and Social Development, One-off grant for Promoting

						Chinese Culture Immersion activities, Moral and National Education Subject Support Grant
	Organise more programmes to parents about the National Security Education allow parents to better understand of the school's work Parents are invited to assist the school in organizing related activities	At least one activity is held Parents understand their children's engagement on national security education after the programme.	Record of participation and feedback	Whole year	NSE Team	NIL
	Arrange teachers and students to volunteer for the 2025 National Games. To enable students to participate in national events.	Students feel the achievements of the country after being the helpers in the National Games APASO surveys score	Record of activities and observation. Apaso and Stakeholders' survey	November 2025	CE Team, PE panel	

		in the item of “National identity(Achievement)” keep in high level e.g. 116				
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