屯門天主教中學

Tuen Mun Catholic Secondary School

School Annual Plan

2026-2027

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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 approach life positively and contribute to the community under the guidance of our school motto, Truth, Modesty, Constancy and Sincerity so as to achieve whole person development.

2. Mission

2.1 Guided by Catholic education, we aim to help students embrace Jesus's teachings on love and justice and to groom them into individuals of integrity with moral, ethical and religious values.

2.2 We nurture students with compassion in serving the community and the courage to meet life's challenges, and enthusiasm for contributing 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 an atmosphere of gratitude through value education and service learning

Target 2.1: To strengthen an atmosphere of gratitude 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 the five Catholic core values and twelve priority values and attitudes

2026-2027 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:

- Students' intrinsic motivation in learning has improved (APASO Q-value = 114). However, based on teachers' observations, female students need more encouragement. Students should learn more effectively with intrinsic values through a positive learning environment.
- Students need more opportunities to be immersed in a reading environment rather than have fragmented reading experiences. In APASO, the Q value of the love of reading is satisfactory but the time spent on leisure reading and reading non-assigned materials needs improvement.
- Students need to master AI-powered learning skills and digital literacy. The Q-value of information technology (no addiction and not attracted by its functions) needs improvement.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1 To develop students as confident learners	Teachers honor students with positive learning behaviors e.g. award schemes, active constructive response, thinking models and tools in Compassionate Systems and positive education	Students respond positively with their learning process in stakeholders' survey and APASO.	Stakeholders' survey APASO Student Coursework	Whole year	All teachers CloudSAMS, Examination and Student Record Team, Curriculum Development Team, Staff Development and Data-driven Team Student Formation Committee	NIL

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	Students build up intrinsic values in learning e.g. goal setting and learning portfolio through Compassionate systems models Professional development opportunities are given to teachers in understanding student intrinsic values and positive education with the understanding of student character strengths.					
	Students are provided with immersive learning opportunities so as to obtain a sense of satisfaction.	Students share their achievements publicly.	Lesson observation Teachers' observation Student performance	Whole year	Digital Education Team, Curriculum Development Team Language and Reading across Curriculum Team	AI for Empowering Learning and Teaching Funding Programme

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	A mentorship programme is adopted by pairing teachers in accordance with character strengths to learn collaboratively	Teachers respond positively in the stakeholders' survey.	Lesson observation stakeholders' survey Teachers' observation Questionnaire	Whole year	Curriculum Development Team Staff Development and Data-driven Team	NIL
	Continue to reinforce students' language competence in EMI subjects and equip students with the competence in learning language and subject knowledge across curriculum.	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 coursework Student questionnaire	Whole year	Language and Reading across Curriculum Team, Department of English and all EMI subject panels.	NIL
	Continue to 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	Gifted Education and Remedial Learning Team, Departments of Science, Mathematics, Economics, English, Chinese, Biology, Chemistry and Physics	Diversity learning grant, After school learning support grant

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	Students learn across the curriculum through the lens of global citizenship.	Students respond positively in the stakeholders' survey and student learning reflective journal		Whole year	All subject panels Life-wide learning Day Study Tour	After school learning support 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	Students are empowered with the self-directed learning habits by practising note-taking skills.	Students respond positively in employing the self-directed learning skills for effective learning outcomes and learning with clear goals in APASO.	Stakeholders' survey and APASO Lesson observation Teachers' Observation Assignment Inspection Student coursework	Whole year	Curriculum Development Team All teachers	AI for Empowering Learning and Teaching Funding Programme, Goodnotes app
	Students are equipped with AI-powered learning skills and acquire knowledge through AI-embedded classroom experience. Teachers are empowered with AI-powered pedagogy in classroom teaching.	Students respond positively with the learning process and the use of information technology in Stakeholders' survey and APASO. Teachers complete at least 10 CPD hours in the area of digital education.	Stakeholders' survey and APASO Lesson observation Teachers' Observation Student coursework Teachers' CPD hours	Whole year	Curriculum Development Team Digital Education Team Staff Development and Data-driven Team All teachers	AI for Empowering Learning and Teaching Funding Programme, LoiLoNote School

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	Students are equipped with an awareness of digital literacy.	Students respond positively with the use of information technology in Stakeholders' survey and APASO.	Stakeholders' survey and APASO Student coursework	Whole year	All teachers Departments of Citizenship, Economics and Society, Computer Literacy and Reading Digital Education	NIL
	Students actively participate in deep and immersive reading experiences.	Students respond positively with reading in Stakeholders' survey and APASO.	Stakeholders' survey and APASO Student coursework	December February	Digital Education Team Language and Reading across Curriculum Team Curriculum Development Team All subject panels	Promotion of 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' meetings, questionnaire	Whole year	Subject ICs, members of Value Education Team	NIL
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	NIL
Complete the whole junior STEAM curriculum	Teachers work collaboratively and share the latest trends in education and needs of our students. Teachers refine Secondary 2 curriculum and plan Secondary 3 curriculum and report observations from the 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	NIL

2. Student Formation

Major Concern 2: Cultivate an atmosphere of gratitude through value education and service learning

Briefly list the feedback and follow-up actions from the previous school year:

- Both major school concerns for 2025-2026 were generally achieved. Among the 8 sub-objectives, 6 are fully achieved and 2 are partially achieved. The overall implementation of core school initiatives is effective, with most key indicators (APASO & stakeholders' survey) remaining steady or improving.
- 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 APASO score for School Atmosphere (Not Lonely) stood at 88, below the target of 102. We may organize more small-group and interactive class activities to strengthen peer connection and relieve loneliness among students.
- Some teachers reported in the 2025-2026 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.

Major Concern 2: Cultivate an atmosphere of gratitude through value education and service learning

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 teachers and parents, a class "Thank You Tree".	After the tasks, students recognize the hard work of teachers and parents, and learn to be thankful The APASO survey score for Satisfaction (School) remains at 116.	Student coursework, stakeholders' survey, APASO	Whole year	Subject panel heads and members	NIL

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
		The score in the stakeholders' survey for "My schoolmates respect the teachers" remains above 3.7. Positive feedback is shown in students' "Thank You Cards" and the "Thank You Tree".				
	The Wellness Club will continue its operations next year. Members will keep learning about ways to address the mental health needs of students in TMCSS and organize relevant activities for more students to participate in, achieving the goal	Successfully organize relevant activities for students in TMCSS. Students learn about and understand their own and others' mental health needs through the programme. APASO surveys'	Stakeholders' survey, APASO, evaluation from students, teacher observation	Whole year	VP(Admin), AVP(SF), Social workers, Senco, head of CC	NIL

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	of helping others while helping oneself. We will set up “Cat-Themed Corners” on campus, offering students opportunities to interact with pets and promote mental well-being.	scores in the item of Affect (Positive affect and no negative affect) >107 Positive feedback shown in the evaluation form				
	Continue to organize “Mental Health Week”. Through different activities during this week such as hall assembly, booth games, movie appreciation, and exercise stress relief, students are able to learn how to reduce personal emotional stress.	Students can develop positive thinking and reduce stress through the activities during this week Positive feedback shown in the evaluation form APASO surveys’ scores in the item of Affect (Positive affect and no negative affect)	Stakeholders’ survey, evaluation from students APASO	May, 2027	AVP(SF), Social workers, Senco, HMSC Panel	NIL

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
		>107				
	Strengthen class formation by encouraging more class activities. e.g. activities organized by one's own class or small group class activities Assemblies offer more opportunities for class teachers to interact with students and help foster a positive class atmosphere Reflection and reviews are conducted after class management activities	After the tasks, students can strengthen their relationships with others and appreciate how all classmates support and encourage one another to improve the class atmosphere and team morale APASO surveys' scores in the item of School Atmosphere (Belongingness) >110 and (Not Lonely) >100 Stakeholders' survey scores of students about the item "My	Teacher observation and APASO	Whole year	Form teachers	Life-wide learning grant

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
		schoolmates and I help each other and get along well." remains between 3.8 and 3.9.				
	Strengthen the "Good Person Good Deeds" activities organized by the PTA, and encourage students to help others and learn to be grateful.	Students express their appreciation for the help and efforts of their classmates in the Good Person Good Deeds Record Form	Positive feedback in the Good Deeds Record Form	March, 2027	PTA, Form teachers	NIL
	Incorporate elements of gratitude for the country through the Chinese Culture Day event held by the school	Successfully held a Chinese Culture Day event with interdisciplinary participation APASO survey scores for the three National Identity items remain high, e.g. 116.	Evaluation from students, APASO	April, 2027	AVP(SF), Head of CE	Moral and National Education Support Grant

Major Concern 2: Cultivate an atmosphere of gratitude 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 the five Catholic core values and the twelve priority values and attitudes. E.g. Striving for moral excellence (Embracing accountability, Stepping forward with benevolence, Integrity)	Provide opportunities for service learning e.g. mentoring, study groups, student leaders in school clubs and activities, community outreach programmes Before providing student services, teach students how to deliver services first, so that the elements of service-learning can be better demonstrated. 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 potential.	Positive feedback from teachers and students Students can learn and understand the purpose of serving others and feel a sense of accomplishment in helping others The APASO survey score for Leadership remains high, e.g. 116. The APASO survey score for Honesty remains high, e.g. 112. Stakeholders' survey	ECAC questionnaire, reports from school clubs, evaluation from students, Stakeholders' survey, APASO	Whole year	AVP(SF), Club advisors and panel heads, head of CC	Life-wide learning grant

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	Work collaboratively with subject panels and coordinate a range of service learning opportunities.	scores among studentss in “The school helps us develop good moral character inside and outside of the classroom”>3.8				
	Continue to provide case studies and group discussions on ethical issues e.g. information literacy	At least two subjects are involved Positive feedback from teachers and students	Minutes of panel meeting, student coursework	Whole year	Panel heads and members	NIL
	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, coursework	Whole year	Panel heads and members	Life-wide learning grant

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	Subject panels and committees hold different activities in line with the school's "Six-Year Development Framework" Implement the value education programmes. Carry out activities to promote the theme 'Perfection and virtue' in the third year of the six-year framework.	Stakeholders' survey scores among students in "The school helps us develop good moral character inside and outside of the classroom">3.8 Stakeholders' survey scores of students about the item "School is a caring place" >3.7	Feedback from students, coursework, Stakeholders' survey	Whole year	Panel heads and members	NIL
	Students participate in the volunteer service with the joint effort of teams and form teachers. Teach students the meaning and purpose of volunteering through lessons, and encourage them to practise it in their daily lives.	After the planned activities e.g. "JC Volunteer Together-School-Based Programme", students can understand the purpose of serving others and feel a sense of accomplishment in	Feedback from students and handbook of the programme	Whole year	Members of Value Education Team, RE panel, head of CC	Jockey Club Funding

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
		helping others Positive feedback from teachers and students				
	Continue to invite teachers to share values education strategies at staff meetings.	Teachers understand how different subjects and committees employ values education through peer sharing	Feedback from teachers	Whole year	Panel heads	NIL
	Subjects incorporate the theme of the year: "Perfection and virtue" 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 the 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

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	Participate in the "Healthy School Programme" and "Beat Drugs with Sports Programme" launched by the Education Bureau, enabling students to face life more positively, develop healthy living habits, stay away from harmful substances, and establish positive values.	Successfully participate in the program and organize relevant healthy lifestyle activities. Through these activities, students have learned to face life positively, build up their physical fitness and boost their self-confidence.	Feedback from students	Whole year	AVP(SF), Head & deputy head of ECAC	Healthy School Programme Funding and Beat Drugs with Sports Funding
	Participate in the "My Pledge to Act Programme 2.0" organized by the Quality Education Fund (QEF) to enhance students' sense of national identity and values related to digital literacy	Students can enhance their sense of national identity and values related to digital literacy by participating in activities under the program	Feedback from students	Whole year	AVP(SF), Head & deputy head of CE	My Pledge to Act (QEF) Funding

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
		APASO survey scores for the three National Identity items remain high, e.g. 116.				

National Security Education

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Develop students with the awareness of the history and culture of our country	Students participate in a study tour to Nanjing.	Students respond positively to the experience.	Student Reflective Journal Student Survey	March	Civic Education Team Departments of Citizenship and Social Development, Chinese History, History and Reading	Mainland Exchange Programme for Junior Secondary Mainland Exchange Programme Subvention Schemes
Develop students with the awareness of national security in a formal curriculum	Teachers design lessons or learning modules collaboratively to raise students' awareness of national security.	Students respond positively in APASO regarding the items on National Security Education.	Student coursework APASO	Whole year	All panels	NIL
Deepen the implementation of National Security Education across panels and teams with students	Continue to encourage students to share their reflective thoughts after study tours or field trips to the motherland	All students complete the booklets and give positive feedback on the tours. Students can experience the development of the country firsthand. The APASO survey score for "National	Student coursework, field trip or study tour booklet, APASO	Whole year	Subject panel heads and members, CE Team	NIL

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
		Identity" remains high, e.g. 116.				
	Continue to participate in activities or competitions in the Greater Bay Area Seek opportunities to work with institutions in the mainland Visit the sister schools regularly	Positive feedback from teachers and students Students can understand the education system of the mainland and enhance their understanding of national identity and a sense of belonging The APASO survey score for "National Identity" remains high, e.g. 116.	Minutes of panel meetings, staff meetings and subject ICs' meetings	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

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	Organise more programmes for parents on National Security Education, allowing parents to better understand 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 in national security education after the programme.	Record of participation and feedback	Whole year	NSE Team	NIL