

課程領導的實踐：靈活應變、放眼前瞻， 促進學生全人發展

Curriculum Leadership in Practice: Agility & Foresight for
Students' Whole-person Development

27 May 2026

Kwok Tak Seng Catholic Secondary School

Steven Hon, Principal + Kevin Chong, Vice-Principal

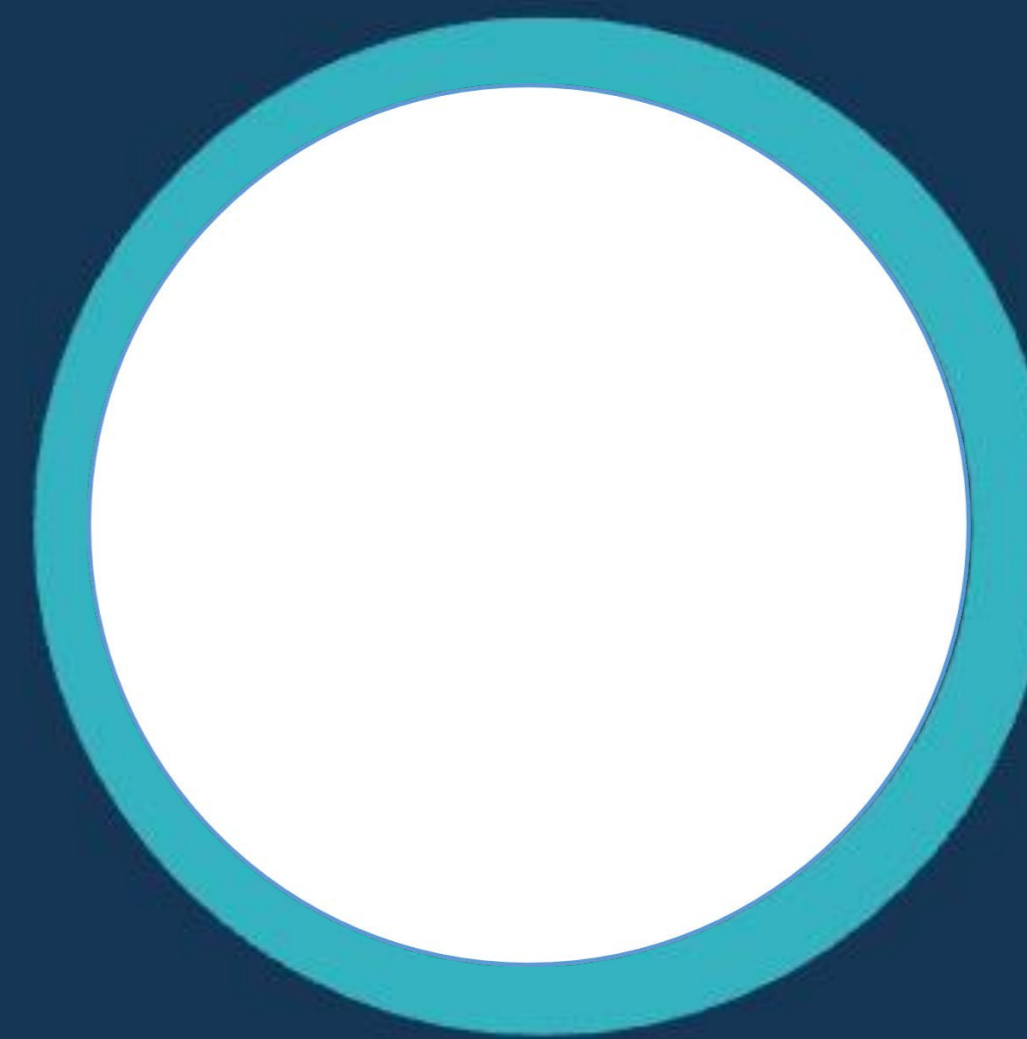


THE
CATHOLIC
DIOCESE
OF HONG KONG
天主教香港教區



Our Vision

With a determination to carry on the contribution of the Catholic Church to education, the School, as its vision and mission, shall uphold and pass on the following core values to young people to prepare them properly for their life and future responsibilities – Truth, Justice, Love, Life and Family.



Our Mission

- 1. To follow through the educational goals of Diocesan Schools: to make the school a place filled with the spirit of the Gospel and charity; and to spread the teaching of Christ to society.**
- 2. To pass on the virtues of Chinese tradition: to bear “Faithfulness 忠”, “Forgiveness 恕”, “Sincerity 誠” and “Intelligence 明” as our school motto.**

KOTTER'S 8-STEP CHANGE MODEL:

1 Create a Sense of Urgency

Focus Area: The "Why"



2 Build a Guiding Coalition

Focus Area: The "Who"



3 Form a Strategic Vision

Focus Area: The "What"



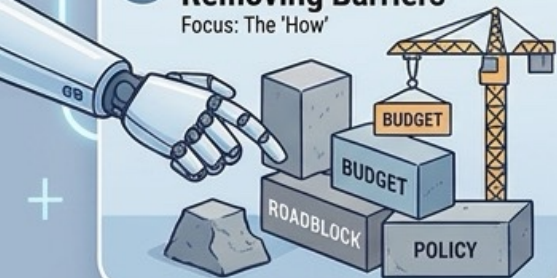
4 Enlist a Volunteer Army

Focus Area: The "Buy-in"



5 Enable Action by Removing Barriers

Focus: The 'How'



6 Generate Short-Term Wins

Focus: The 'Proof'



7 Sustain Acceleration

Focus: The 'Momentum'



8 Institute Change

Focus: The 'Culture'



MODERN EDUCATIONAL LEADERSHIP MODELS & TEACHER AGENCY

DISTRIBUTED LEADERSHIP (Spillane)

Leadership is stretched over multiple leaders, followers, and their situations.



TEACHER AGENCY (Priestley)

Teachers need the capacity, belief, and structural freedom to act as change agents.



EMPOWERING MIDDLE MANAGEMENT

SENIOR MANAGEMENT provides "EDUCATION STRATEGIC FRAMEWORK" elements.



MIDDLE MANAGERS (Panel Heads) receive AUTONOMY & TRANSPARENT RESOURCE ALLOCATION.



DESIGN PROGRAMS (e.g., Inno-Master) fitting "Key Learning Areas" (KLAs)



1. Create a sense of urgency:
via a participative culture

COLLABORATIVE POLICY CREATION: FROM STAFF INPUT TO SCHOOL POLICIES

1 STAFF CONSULTATION GATHERING INSIGHTS



Collect diverse ideas, concerns, and suggestions from all staff.



Online Surveys



Informal Meetings



Staff's PD Findings



Departmental Feedback

Collect diverse ideas, concerns, and suggestions from all staff.

2 ENGAGEMENT & DISCUSSION COLLABORATIVE ANALYSIS



Explore solutions. Facilitate debate. Build consensus among stakeholders.



Staff Workshops



Council Meetings



Focus Groups



Working Committees

Explore solutions. Facilitate debate. Build consensus among stakeholders.

3 POLICY DEVELOPMENT & ADOPTION FORMALIZING RESULTS



Formalize the chosen ideas into a draft. Refine with stakeholder feedback.



Draft Policy Creation



Stakeholder Review



Administrative Approval



Official Rollout

Formalize the chosen ideas into a draft. with stakeholder feedback. Finalize and implement.

BENEFITS: Increased Buy-In, Better Policies, Stronger Community

Evidence-based evaluation

How Do We Understand Our Needs

DAILY DIRECT INPUT

(1) Daily Encounters with Students and Observations



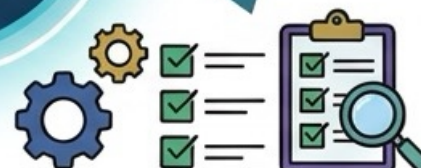
ACADEMIC DATA & STANDARDIZED ASSESSMENTS

- (1) External exam results, internal assessment results and prediction
- (2) HKEAA's Assessment Quality-assurance Platform (AQP)



COMPREHENSIVE STAKEHOLDER FEEDBACK (SURVEYS)

- (1) School Review Questionnaire (SRQ)
- (2) Stakeholder Survey (SHS)
- (3) Assessment Program for Affective and Social Outcomes (APASO)
- (4) Annual teacher's feedback survey
- (5) Class teacher and student questionnaires



INTERNAL PROCESSES & PROFESSIONAL REVIEW

- (1) Teaching Evaluation System
- (2) PI review with the whole team
- (3) Appraisal cycles
- (4) Whole staff evaluation days and evaluation of departments



COLLABORATIVE MEETINGS & GOVERNANCE

- (1) Meetings with students and SU
- (2) Council and staff meetings
- (3) Meeting with PTA and Parent education activities
- (4) IMC advice and policy making

B. 問卷結果

1	我有利用校本電子平台 (如：攀峰者計劃) 訂立自己的學習目標和計劃。
2	我會計劃自己的學習日程及進度 (如：使用學生手冊、考試前規劃溫書日程、思考會運用的學習策略等)。
3	我投入課堂討論及其他學習活動，例如電子教學、實驗、小組討論、小組協作或匯報等。
4	學習過及程課業有助我提升我的語文 (讀、寫、聽、說) 水平。
5	我會使用網上學習平台 / 電子學習工具 (如：Goodnotes、高中的網上試題庫 (OQB、DFS 等)、Google Classroom、Padlet、Kahoot、Jamboard、English Builder 等) 以協助自己學習。
6	我會運用不同的學習策略 (例如：摘錄筆記、運用腦圖等)、不同的寫作技巧和閱讀策略。
7	學習過程及課業能幫助我反思自己所用的學習方法是否有效。
8	當我在學習上遇有困難時，我會主動從不同途徑 (例如：老師、朋友、家長等) 尋求協助。
9	老師對我的個別指導或課後小組支援 (如：小組約談、溫習小組) 能協助我改善學習表現。
10	學校的課業及評估設計有不同的深淺程度，能讓我在學習過程中給予我適當的挑戰。
11	老師於教學上有提供正面的回饋和讚賞，讓我對學習更有信心。

12	學校的課程內容曾經觸及正向教育 / 正向思維的內容或訊息，幫助我認識正面的人生方向。
13	校內舉辦的各類分享、課堂活動 (座談會、嘉賓分享、工作坊等等) 及學校提供予我參與的各類服務或課外活動能夠：
13-A	加深我對正向教育的「性格強項」 (character strengths) 及「幸福元素」 (PERMA：正向情緒、全程投入、正向關係、意義、成就感) 的認識。
13-B	讓我認識到自己的性格強項。
13-C	加深我對天主教教育核心價值 (愛德、義德、真理、生命、家庭) 的了解。
13-D	讓我感到自己的人生有價值及有意義。
13-E	提升我與他人的正向關係。
13-F	有助我學懂如何克服困難。
13-G	讓我感到幸福及滿足。
13-H	讓我學會團體合作精神。
13-I	提升我的領導才能。
13-J	促使我去思考個人的未來發展 / 升學與就業的發展方向。
14	我感恩學校提供的各種活動，為我創造了更多學習及成長的機會。
15	學校的大型或特別活動 (例如：聖誕聯歡)，讓我感受到校園正面的氛圍。
16	校園內的各種佈置和各處的環境氛圍，有助營造正向校園環境。
17	學校所設立的獎勵制度 (例如：每月之星) 有助提升我的自信心。

Review the development of specific strategy

Review the development over time and across different levels.

Annual Performance Indicator Review

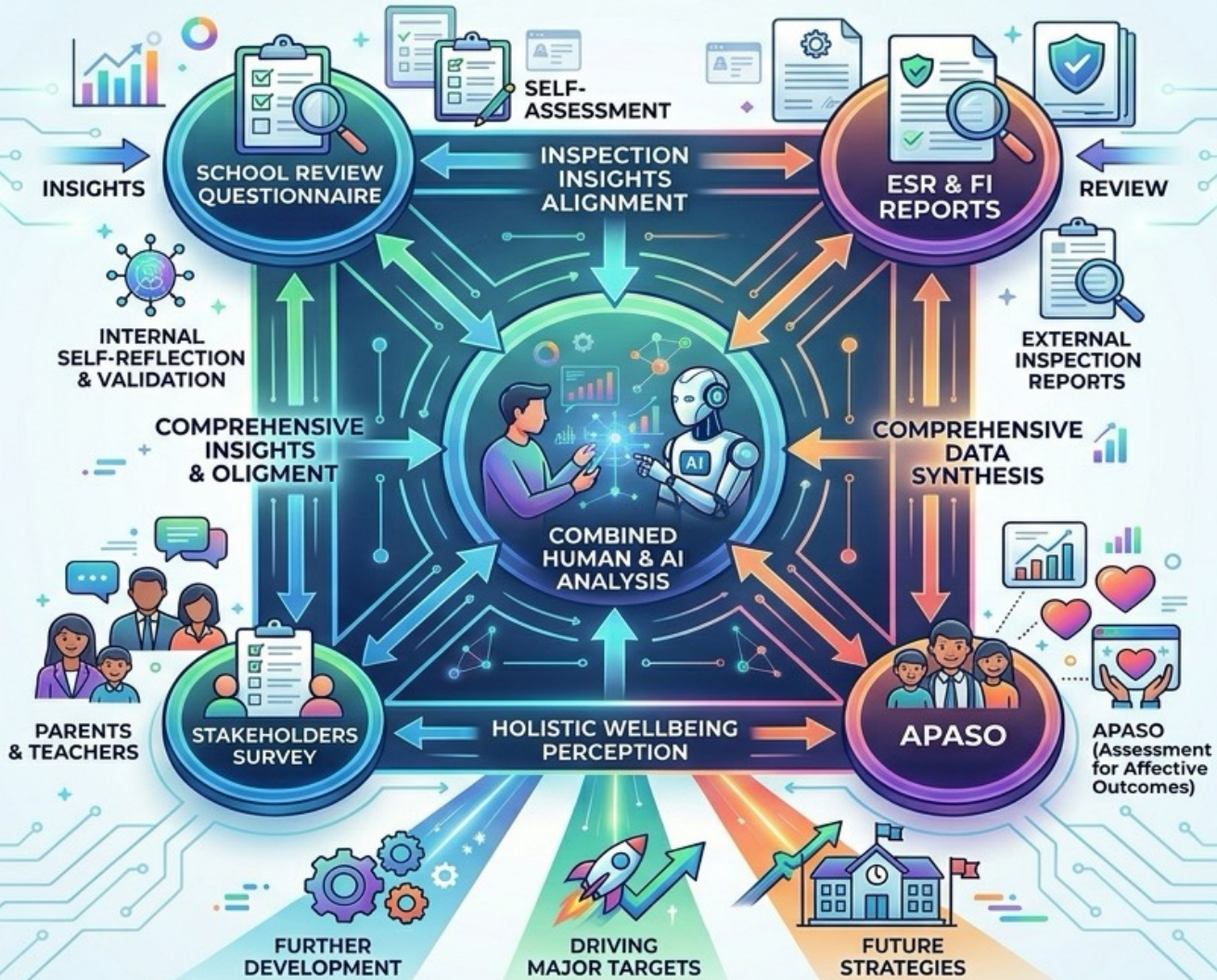
Kwok Tak Seng Catholic Secondary School 3-Year Review 2024/2025 (DRAFT) –

Confidential - for KTSCSS internal circulation only

Based on the Performance Indicators suggested by the Quality Assurance (QA) & School-based Support Division Education Bureau.

範疇一：「管理與組織」 Domain I: Management and Organization			表現例證 Evidence of Performance	具體建議 Areas for Improvements
範圍 1：學校管理 Area 1: School Management				
表現指標 1.1 Performance Indicators 1.1	策劃 Planning	<p>學校是否已建立包括依從天主教辦學願景與使命的自評機制？學校的自評機制能否有效運作？</p> <p>Has the school established a self-assessment mechanism that includes adherence to the Catholic vision and mission? Does the school self-evaluation mechanism function effectively?</p> <p>學校能否提高運作及管理的透明度，加強問責性？</p> <p>Is the school able to increase the transparency of its operations and management and enhance its accountability?</p> <p>學校能否配合香港的教育目</p>	<p>Performance Indicator 1.1: Planning</p> <ul style="list-style-type: none"> Self-Assessment and Vision Alignment: <ol style="list-style-type: none"> A positive ESR Report in June 2024 confirmed the implementation of an effective self-assessment system aligned with Catholic values and goals, receiving good commendation from the EDB across all four domains. The school uses APASO, KPM, and SHS as self-evaluation mechanisms to gather stakeholder feedback and ensure continuous improvement, integrating Catholic values into annual plans and development frameworks. Three-Year Development Cycle and Major Targets are established through thorough discussions with teachers and stakeholders, voted upon, and aligned with the school motto, seven learning goals, and core educational values. Regular mid-term and annual evaluations are conducted to assess progress. Major Targets for 2024/2025 are consistently articulated across various departments as "To 	<ol style="list-style-type: none"> Professional Development: Based on the suggestions given by the ESR report, professional development on questioning techniques should be given in the coming year to enhance learning and teaching effectiveness. Integrating the Student Growth Framework with Core Values: In the upcoming years of development, the school will further review on its student growth framework, Catholic Education core values, the EDB's prioritized values through participation in a holistic review programme organized by the Catholic Education Office to reinforcing the framework for the development of students. Establishing Additional Consultation Channels: The school plans to establish more formal and informal channels to gather staff

PERFORMANCE INDICATOR ANALYSIS SQUARE: INTERNAL & EXTERNAL INSIGHTS



IDENTIFYING OUR CHALLENGES: 2017 EDUCATIONAL LANDSCAPE

UNDERSTANDING OUR PAST, ROADBLOCKS, AND LEVERAGE POINTS


AFTER-SCHOOL LEARNING SUPPORT



after school learning support


- Study groups
- Mentoring

LEARNING CULTURE AND HABITS

 Note-taking skills and habits

 Reading culture

 EMI instructions for new students


 Thinking and asking questions, deep analysis




STRATEGIES FOR CATERING TO STUDENT LEARNING DIVERSITY

EDUCATIONAL QUALITY & LESSON DESIGN


LESSON DESIGN


 Time allocation for teacher and student talk/activities

 Lesson observation techniques

 Design of class and home learning

FEEDBACK & ASSESSMENT

 Quality of feedback

 Formative and summative assessment for learning and feedback

E-LEARNING TO ENHANCE L&T EFFECTIVENESS

e-learning to enhance L&T effectiveness

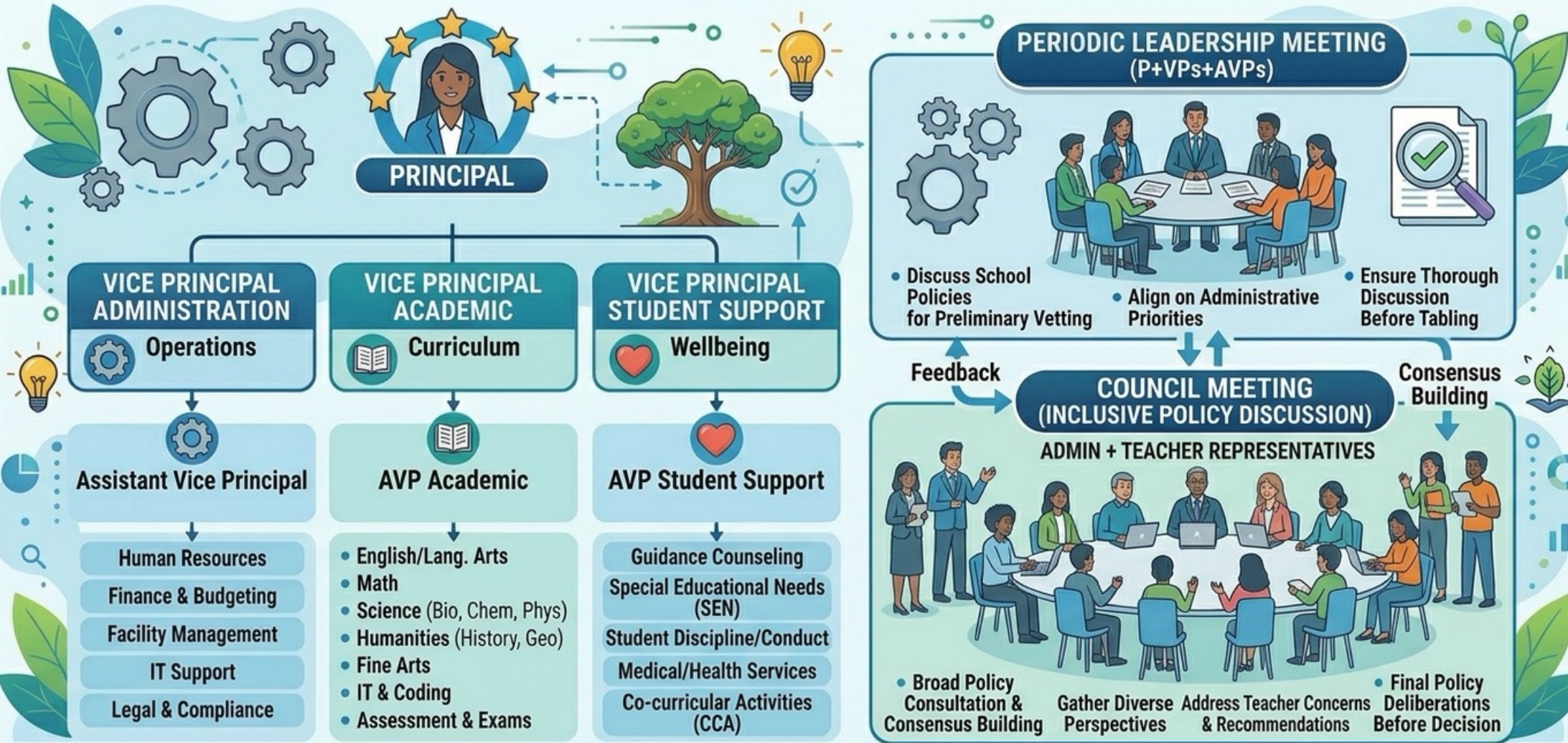
LOOKING BACK TO 2017: UNDERSTANDING STATUS, ROADBLOCKS, AND LEVERAGE POINTS

MAPPING OUR CHALLENGES TO POWER FUTURE GROWTH



2. Building a guiding coalition

SCHOOL ADMINISTRATIVE ECOSYSTEM: STRUCTURE & POLICY FLOW



3. Forming a strategic vision

THE P.A.C.E. FRAMEWORK: LEADING SUSTAINABLE CURRICULUM CHANGE

P - PARTICIPATIVE CULTURE



- Engaging All Stakeholders
- Empowering Middle Management
- Building Consensus through Active Listening

A - AGILE CURRICULUM



- Creating Flexible Learning Structures
- Cross-KLA Collaborations
- Utilizing Optimal Space/Time

E - EVIDENCE-BASED EVALUATION



AI
DATA ANALYTICS



- Using Robust Data Analytics (AQP, AI, PIE Cycle)
- Driving Continuous Improvement
- Informed Decision-Making

C - COMPREHENSIVE GROWTH



- Anchoring Initiatives in a Holistic Framework
- Value Education
- PERMA



EDUCATION STRATEGIC FRAMEWORK



SUSTAINABLE ECOSYSTEM & STAFF INSPIRATION

SCHOOL DEVELOPMENT STAGES: FROM FOUNDATION TO EMPOWERMENT

STAGE 1: MAJOR CONCERNS FOR 2017/20

2017/20

'Building habits of mind,
a loving heart we enshrine'



1. To support and develop active and independent learning



2. To strengthen Catholic Education core values



STAGE 2: MAJOR TARGETS FOR 2020/23

2020/23

Positive hearts, we bloom together;
Lifelong skills, we hone further



1. To further support and develop active and independent learning



2. To promote Positive Education



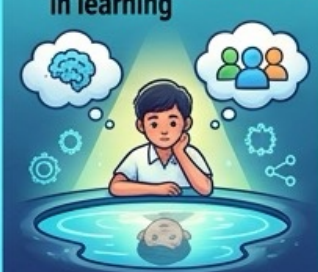
STAGE 3: MAJOR TARGETS OF THE 2023/26

2023/26

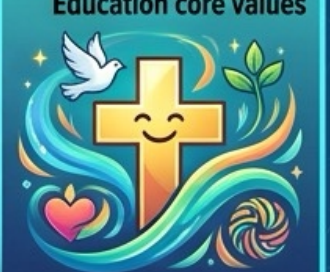
Embracing Positive vibes,
making confident strides



1. To enrich students' reflective learning habits and engagement in learning



2. To strengthen Positive Education culture and Catholic Education core values



KTSCSS EDUCATION STRATEGIC FRAMEWORK

天主教郭得勝教育策略



AI-POWERED LEARNING & TEACHING ENVIRONMENT
 人工智慧校園及教學

ACTIVE LEARNING
 有利主動學習環境

KTSCSS

Value Education and Growth Framework



KTSCSS

Value Education and Growth Framework



Year	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Core Value	Love	Family	Justice	Love	Truth	Life	Family
School Motto	Forgiveness	Faithfulness	Intelligence, Sincerity	Forgiveness	Faithfulness	Intelligence	Sincerity
EDB Value	National Identity, Empahty, Respect for others, Care for others	National Identity, Respect for others, Integrity, Care for others	National Identity, Diligence, Law-abidingness, Commitment	National Identity, Empahty, Respect for others, Care for others	National Identity, Diligence, Law-abidingness, Commitment	National Identity, Care for other, Empathy, Responsibility	National Identity, Respect for others, Integrity, Care for others
Postive Education Themes	Character Strengths	Character Strengths	Positive Emotion	Positive Relationship	Positve Engagement	Positive Meaning	Positive Achievement
Corresponding Character Strengths / Key Concepts	All	All	Hope, Appreciation, Love, Kindness, Social Intelligence, Forgiveness, Self-regulation, Humour	Humility Social Intelligence, Kindness, Appreciation, Self-compassion, **Gratitude, Growth Mindset	Courage Zest, Curiosity, Hope, Perseverance, Perspective, **Gratitude, Growth mindset	Temperance Humility, Self-regulation, Prudence, Forgiveness, **Gratitude, Growth mindset	Hope, Appreciation, Love, Kindness, Social Intelligence, Self-regulation, **Gratitude, Growth mindset

校本價值與宗教教育框架

校訓 (註一) (道德)	品格 (註二) (正向教育的 品格強項)	表現指標	天主教五大核心價值(註三) [LF (Life), L (Love), F (Family), J (Justice), T (Truth)]	跟天主教五大核心價值 相關的聖言金句	九個首要 培育價值 觀(註四)	相關的 級別或 主題
忠 (盡己 所能)	<ul style="list-style-type: none"> ■ 勇氣 (勇敢和勇氣) ■ 勇氣 (勤奮、用功和堅毅) ■ 勇氣 (興緻、熱情和幹勁) 	<ul style="list-style-type: none"> ■ 無所畏懼的人，不會在威脅、挑戰、困難或痛苦面前畏縮。(行為例如：例如積極參與校內或校外比賽。) ■ 努力去完成自己開展的工作。無論怎樣的工作，都會盡力準時完成。工作時，不會分心，而且在完成工作的過程中獲得滿足感。(行為例如：準時交功課，不拖欠) ■ 無論做什麼事，都是懷著興奮的心情和幹勁。(行為例如：課堂討論勇於發言表達自己的想法。) 	<ul style="list-style-type: none"> ● J2.1 「人應按祂所定的自然道德律，過正義的生活。」 ● LF1.4 「天主給人生命，是為了讓人活得豐盛。」 ● LF2.5 「以真福八端的精神，追求豐盛的生命。」 	<p>✧ 上主，我讚美你，因為你奇妙地創造了我。 (詠 139:14) I praise you, because I am wonderfully made; wonderful are your works! (Ps 139:14)</p> <p>✧ 極可愛的！不要害性！願你平安！鼓起勇氣，振作精神！他一對我說話，我立刻覺得有了力量，於是我說：「我主，請你發言罷！因為你堅固了我。(達 10:19) Fear not, beloved, you are safe; take courage and be strong." When he spoke to me, I grew strong and said, "Speak, my lord,</p>	<ul style="list-style-type: none"> -堅毅 -責任感 -承擔精神 	<p>中二 (第十課) 活出道德勇氣：例如了解五旬節當日人們領受聖神的經過</p>

Kwok Tak Seng Catholic Secondary School Value Education & Growth Framework



Catholic Education Philosophy



School Motto: Faithfulness, Forgiveness, Sincerity, Intelligence



Integration of Chinese Culture

Positive Education PERMA



1 忠 faith and best efforts character and strengths
Faithfulness (Do One's Best)

Responsibility **Perseverance**

- Fully Commit to Tasks
- Continue Through Challenges
- Complete Tasks On Time

2 恕 treating others with empathy and respect
Forgiveness (Treat Others with Empathy)

Respect Others **Love (Acceptance & Service to Others)** **Empathy**

- Appreciate Others
- Actively Care for Others
- Provide Help & Service

4 明 understanding and insight
Intelligence (Reasonable, Social Intelligence)

Insight & Judgment **Self-Regulation (Prudence)** **Love of Learning**

- Analyze Learning
- Think from Multiple Angles
- Seek Truth & Knowledge

3 誠 faith and social intelligence character and strengths
Sincerity (Reasonable, Social Wisdom)

Academic Integrity **Integrity** **Humility, Love of Learning**

- Honest and Reliable
- Trust Partners
- Love of Learning

5 同 solidarity and commitment and strengths
Solidarity (Shared Honor & Dragrace, Family Spirit)

Solidarity **Commitment Spirit (National Identity & Lawfulness)** **Filial Piety**

- Nurture National Identity
- Teamwork
- Follow Rules
- Family Responsibility

6 行 dynamic action and zest for life
Action (Continuous Growth, Positive Life)

Passion & Zest **Courage & Hope** **Leadership Talent & Creativity**

- Actively Participate
- Courageous Challenges
- Leadership Skills

Practice & Outlook

Six-Year Cycle Curriculum
Turning Knowledge into Action

Turning Belief into Devotion

Be the Salt of the Earth, the Light of the World

4. Volunteer Army

the “buy-in”

OVER-COMMUNICATION of SCHOOL'S MAJOR TARGETS



SCHOOL LEVEL (STRATEGIC & SYSTEMIC CAPACITY)

SUBJECT/KLA LEVEL (CURRICULAR & DEPARTMENTAL ALIGNMENT)



BUILDING CAPACITY TO CHANGE

L&T PRACTICES



New staff orientation



辦學願景及宗旨

OUR VISION AND MISSION

To follow the educational goals of Diocesan Schools: to make the school a place filled with the spirit of the Gospel and charity and to spread the teaching of Christ in society.

秉承天主教教區辦學使命，使學校成為充滿福音與仁愛精神的地方，並在社會中傳播基督的福音。

Lf1. 生命是什麼？

重點	教理簡單說明
<p>Lf1.1 天主是宇宙和生命的主宰。生命的奧妙來自天主智慧的創造。</p>	<ul style="list-style-type: none"> ◆ 天主是宇宙的主宰，祂給宇宙所定的秩序，這秩序須服從祂的安排和指使。(參 CCC 269) ◆ 受造物的各樣美善，都反映著天主的無限美善。人從受造物的偉大和美麗，可以推想到這些東西的創造者。(參 CCC 41, 295) ◆ 天主是生命的主宰，祂因為愛人而創造了人，按自己的肖像造了人，讓人分享祂的愛，也能對主對人以愛還愛。人並非因自己的功勞而被造，相反，人可以善用天主白白給予人的知識和愛去生活，完成天主創造人的使命。(參 創1:27) (參 CCC 356) ◆ 天主把大地及其資源，託付給人類共同管理，好使人類細心照顧，以勞作統治大地，並享受其果實。(參 CCC 373, 2402)
<p>Lf1.2 生命是天主一份白白的恩賜，由受孕一刻開始，是美善和神聖的。生命應受絕對的尊重和保護。</p>	<ul style="list-style-type: none"> ◆ 天主是美善和神聖的。出於純粹慈愛的計畫，祂以祂的肖像造了人，並與人分享祂的美善和神聖，所以人的生命是神聖和美善的。(參 CCC 1, 1954) ◆ 所有人的生命，自受孕一刻，直至死亡，都是神聖的，因此，應受到絕對的尊重和保護。(參 CCC 2258, 2319, 1711, 2270)
<p>Lf1.3 生命權在於天主，只有祂有權掌管人的生死。</p>	<ul style="list-style-type: none"> ◆ 天主把生命委托給我們管理，並非擁有。我們不得處置生命。(參 CCC 2280)

KTSCSS Education Strategic Framework 天主教郭得勝教育策略

Religious, moral and ethics education 宗教道德教育	Intellectual Education 智育	EMI, biliteracy and trilingualism	Learning skills and habits	Inno-master and entrepreneurship	Intelligent environment, modern teaching and active learning 智慧校園及教學、有利主動學習環境
	Global citizenship and whole person nourishment 世界公民	Growth Curriculum - PERMA, social and health education	Aesthetic, Physical, Drama	ECA, OLE and global exposure	
	Gifted Education 資優教育	Tier 1 (creativity, higher order thinking)	Tier 2 (talent pool - pull out)	Tier 3 (individual programme and interest)	
	Life Planning 生涯規劃	Junior and senior LP programmes	Mentorship and target setting	career exposure	
	Value education 價值教育	Sense of Gratitude, Courtesy and	Positive Education -Character	Love and Service	

ACADEMIC EXCELLENCE

ROUTINE LEARNING HABITS BUILDING

在學期初期就建立常跟進學生學習進度的規律

學習常規的建立

BUILDING LEARNING ROUTINES



Lesson design

KTSCSS Effective Lesson Guidelines: A Practical Framework (202511)

“Effective teaching is not only about what the teacher does, but what the students learn.”

This guide outlines the essential components of a high-quality lesson at our school. It combines our standard observation criteria with specific strategies to maximize student engagement and learning outcomes.

1. Meaningful Input & “K+1” Challenge

A good lesson begins with clear direction and appropriately challenging content.

- Clear Objectives: Display learning objectives explicitly at the start. Ensure content aligns with these goals .
- New Knowledge Input (K+1): Teachers must provide high-quality input that extends students’ current understanding. Introduce concepts that are slightly beyond their current level (i+1/K+1) to challenge them, using scaffolding (e.g., sentence starters, vocabulary lists) to bridge the gap.
- Contextualization: Connect the topic to students’ daily life experiences or National Security/National Education elements where relevant .

2. Early Engagement: The “Think-Pair-Share”

Avoid long lectures at the start. Activate learning immediately.

- Activate Prior Knowledge: Within the first phase of the lesson, implement a Think-Pair-Share task.
- Think: Pose a question and give students 30-60 seconds of silence to think.
- Pair: Have them discuss their answer with a neighbor.
- Share: Randomly select students to share their pair’s thoughts.
- Purpose: This ensures every student is mentally active early on and prepares them for more complex tasks later.

Lesson observation

(Score:)	skills/clear/organized <input type="checkbox"/> Include elements of national security or national education in relevant topic(s) <input type="checkbox"/> Guide students to use English for discussions in English-language classes, provide appropriate language input to help students engage in discussions	clarity/inappropriate speaking speed <input type="checkbox"/> Did not include elements of national security or national education in relevant topic(s) <input type="checkbox"/> Rarely guiding students to use English in class
Classroom order and arrangement (Score:)	<input type="checkbox"/> The class is in good order; Classroom routines have been established <input type="checkbox"/> Teaching methods or activities are organized in an orderly manner and strategies are appropriate <input type="checkbox"/> Teaching methods or activities can motivate students to learn <input type="checkbox"/> Teaching methods or activities help students deepen their understanding of the topic <input type="checkbox"/> Teaching methods or activities that promote teacher-student or student interaction under MOI <input type="checkbox"/> Teaching methods or activities can trigger higher-order learning	<input type="checkbox"/> Poor classroom order <input type="checkbox"/> Teaching methods or activities that do not match the teaching objectives <input type="checkbox"/> Some/most of the activities are chaotic
Questioning skills (Score:)	<input type="checkbox"/> Ask a lot of questions, to the right degree <input type="checkbox"/> Questions cover different levels <input type="checkbox"/> Effectively guide/follow/change the wording of questions <input type="checkbox"/> Posing questions can guide students to interact and stimulate deeper thinking among them <input type="checkbox"/> There is enough time to think and answer	<input type="checkbox"/> Insufficient questioning <input type="checkbox"/> Single level of questioning <input type="checkbox"/> Questions can only check students' memory of knowledge <input type="checkbox"/> Lack of variation in questions fails to prompt deeper thinking



CREATING FEEDBACK AND KNOWLEDGE SHARING CONTEXTS

1. LEADERSHIP & STRATEGY FOUNDATION



- DEVELOP STRONG LEADERSHIP FOR IMPLEMENTATION
- FORM MAJOR CONCERNS & SHARE ROADMAP



2. ENABLING STRUCTURES & TEAMWORK

- DEVELOP HARDWARE & SOFTWARE INFRASTRUCTURE
- ESTABLISH SHARED RESPONSIBILITIES (KLAs & TEACHERS)



BEHAVIOUR:
ENGAGING EVERYONE
INTO PROFESSIONAL
DIALOGUE

4. DATA INSIGHTS & FOLLOW-UP

- TRACK ACADEMIC PERFORMANCE (TEACHERS, STUDENTS, PARENTS)
- ANALYZE DSE, TSA, & INTERNAL RESULTS (FOLLOW-UP L&T)
- REVIEW TEST & EXAM PAPERS (VIA QSIP & AQP)
- IDENTIFY ISSUES & FOLLOW-UP



3. COLLABORATIVE DIALOGUE & CONTENT FLOW

- INVOLVE EXTERNAL AGENTS (EDB, QSIP, UNIVERSITIES)
- LEVERAGE STUDENTS' FEEDBACK (AND APPRAISAL SYSTEMS)
- SHARE MATERIALS ONLINE & APPRECIATE TEACHERS' DESIGNS



KEY OUTCOMES: REFRESHING AND RENEWING

- **CONTINUOUS PROFESSIONAL DEVELOPMENT:** Staff members' knowledge and skills improvement

PROGRESSION FROM BOTTOM TO TOP: A HIERARCHICAL FRAMEWORK FOR CURRICULUM EXTENSION

LEVEL 5: TOP-LEVEL ELITE & GIFTED EXCELLENCE (TOP)

- 12 GIFTED EDUCATION FOR FOCUS GROUPS AND ELITE STUDENTS**
TARGETED ENRICHMENT & ELITE SUPPORT



- 13 LARGE SCALE COMPETITIONS**



- 14 INTERNATIONAL COMPETITIONS**

LEVEL 4: LIFE-WIDE LEARNING (LWL) & SERVICE (EXTENSION)

- 8 LWL ACTIVITIES FOR OUTSIDE CLASS LEARNING**
APPLIED LEARNING BEYOND CLASSROOM



- 9 LOCAL COMPETITIONS**
COMMUNITY ENGAGEMENT, LOCAL TROPHIES



- 10 SERVICE LEARNING COLLABORATION WITH EXTERNAL BODIES**
REAL-WORLD APPLICATION & PARTNERSHIPS



- 11 KEY TO SUCCESS (KTS) LEADERSHIP PROGRAMME**
STUDENT LEADERSHIP, CHARACTER DEVELOPMENT

LEVEL 3: CORE CURRICULUM IMPLEMENTATION (MIDDLE)

- 5 LESSON DELIVERY**
EFFECTIVE CLASSROOM INSTRUCTION



- 6 STUDENTS' LEARNING BEHAVIOR ADDRESSING REFLECTIVE LEARNING HABITS**
CULTIVATING SELF-AWARENESS



- 7 LEARNING MATERIALS DESIGN PROMOTE REFLECTIVE LEARNING HABITS**
MATERIALS FOSTERING REFLECTION

LEVEL 2: CURRICULUM INFRASTRUCTURE & SUPPORT

- 3 SOFTWARE INFRASTRUCTURE**
ONLINE PLATFORMS, SCHOOL-BASED SYSTEMS, BUDGET SYSTEM, SPARK



- 4 HARDWARE INFRASTRUCTURE**



Meta:Lab



INNOMaster Room



techSpace



artSpace



Blackbox Theatre



LevelMind



Prayer Room



Science Invention Lab



Debate Room

SPECIALIZED HARDWARE FACILITIES

LEVEL 1: FOUNDATIONAL STRATEGIC PLANNING (BOTTOM)

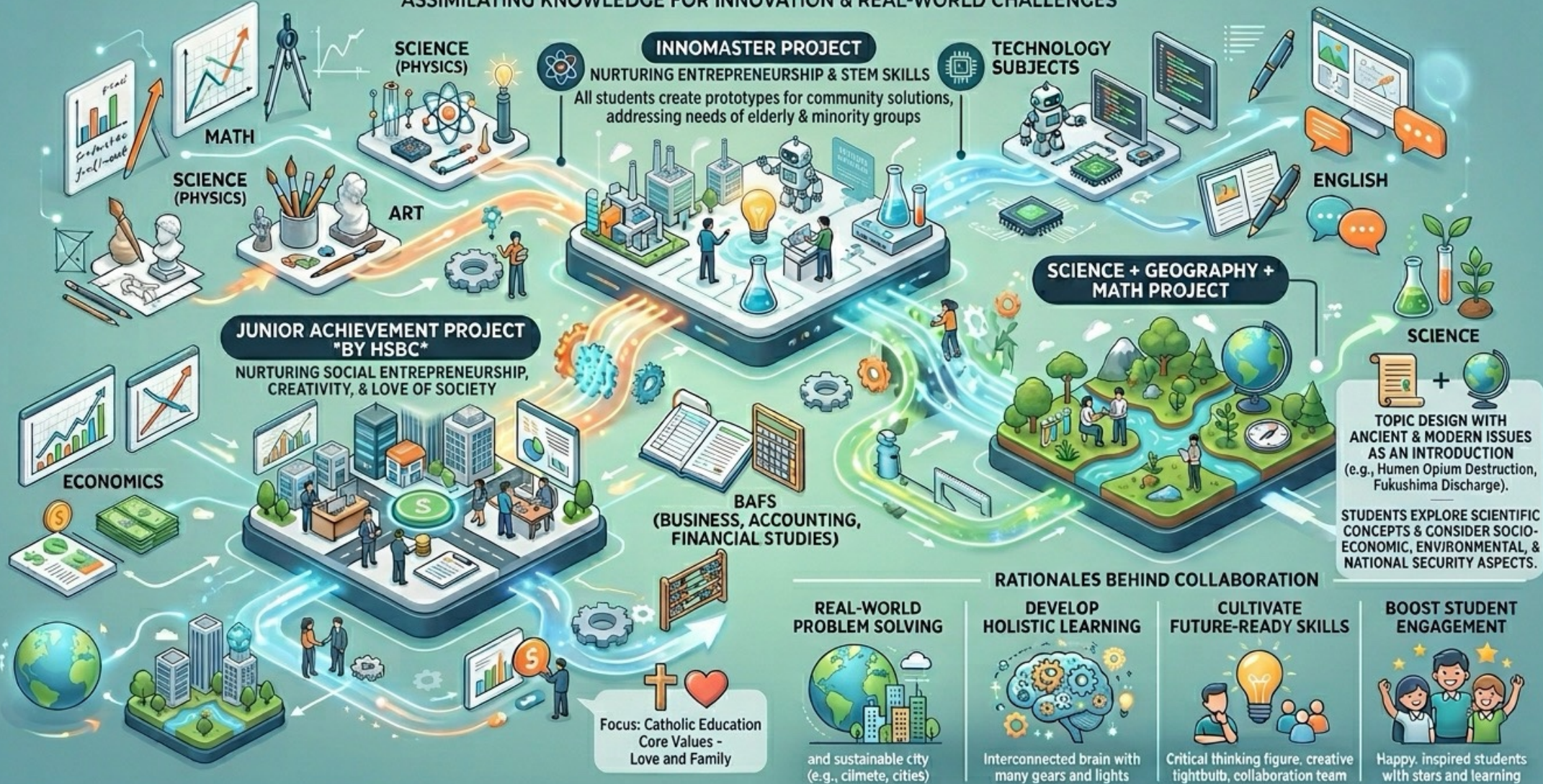


- 1 FOUNDATIONAL GROWTH FRAMEWORK & MAJOR TARGETS**
STRATEGIC OBJECTIVES, LONG-TERM ROADMAP



- 2 SCHOOL DEVELOPMENT PLANS ADDRESSING CORE VALUES**
INTEGRATION OF SHARED BELIEFS

CROSS-CURRICULAR COLLABORATION: ASSIMILATING KNOWLEDGE FOR INNOVATION & REAL-WORLD CHALLENGES



Kwok Tak Seng Catholic Secondary School
Teaching Schedule 2025 - 2026

Subject: Integrated ScienceForm: S1Teacher-in-charge: I D

Cycle	Date	Topics	Catholic Education Core Values					Positive Education	Learning objectives			
			Truth	Justice	Love	Life	Family		Knowledge and understanding	Generic Skills	Values and attitudes	NE/NSE
1	2/9 (T) to 10/9 (W)	Introduction Unit1 Introducing Science 1.1 Learning about science Book 1A P.2 Healthy lifestyle National Identity Breadth of knowledge	✓	✓	✓	✓		✓	<ul style="list-style-type: none"> ● Recognize that science is a study of the Nature ● Be aware that scientific knowledge is subject to change as new evidence becomes available ● Be aware of the limitations of scientific knowledge ● Read about examples in which scientific knowledge has changed after the emergence of new evidence ● Application and impact of science ● Appreciate that some scientific discoveries have enhanced our understanding of the <u>world</u> and some inventions have improved our quality of life ● Be aware of the impact of scientific knowledge on natural resource management 	Communication Skills Problem Solving Skills Critical Thinking Skills Mathematical Skills Collaboration Skills	Develop curiosity and interest in science and appreciate the wonder of the Nature and the development of the technological world develop positive values and attitudes towards adopting healthy lifestyles recognise the usefulness and limitations of science and the evolutionary nature of scientific knowledge be aware of the relationship between science, technology, society and environment, and	Understand more deeply the importance of national security in safeguarding people's safety, major national interests, and sustainable development. Recognize the role of the <u>nation's</u> and Hong Kong's science and innovation undertakings in safeguarding national security. Understand that applying science and innovation requires

5. Generate actions and
remove barriers



Make it tangible to enhance effectiveness

Restricting the no. of
duties for each staff



Make it tangible to enhance effectiveness

Focus on two
Major Targets

SCHOOL DEVELOPMENT STAGES: FROM FOUNDATION TO EMPOWERMENT

STAGE 1: MAJOR CONCERNS FOR 2017/20

2017/20

'Building habits of mind,
a loving heart we enshrine'



1. To support and develop active and independent learning



2. To strengthen Catholic Education core values



STAGE 2: MAJOR TARGETS FOR 2020/23

2020/23

Positive hearts, we bloom together;
Lifelong skills, we hone further



1. To further support and develop active and independent learning



2. To promote Positive Education



STAGE 3: MAJOR TARGETS OF THE 2023/26

2023/26

Embracing Positive vibes,
making confident strides



1. To enrich students' reflective learning habits and engagement in learning



2. To strengthen Positive Education culture and Catholic Education core values





2023/26

Embracing positive vibes
Making Confident Strides



2020/23

Positive hearts - we bloom together
Lifelong skills - we hone further



2017/20

building habits of mind,
a loving heart we enshrine



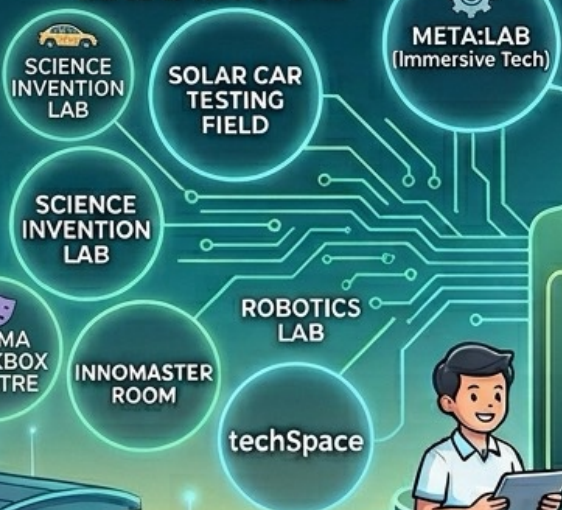
Gradual development on helping our students



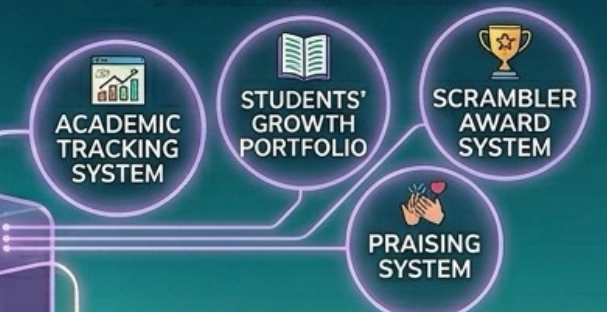
Building infrastructure

IDEAS ON THE CURRICULUM IMPLEMENTATION: ARCHITECTING EXCELLENCE.

BUILDING HARDWARE INFRASTRUCTURE



BUILDING SOFTWARE SOLUTIONS & ONLINE PLATFORMS



CREATION OF KNOWLEDGE SHARING CONTEXT



GIFTED EDUCATION PROGRAMMES
(Elite Students Potential)

CORE CURRICULUM STRENGTH
Diverse and Comprehensive Learning

Strand 1: INNOMASTER STEAM CURRICULUM

ONLINE SUPPORT PLATFORMS

- ACADEMIC TRACKING SYSTEM
- STUDENTS' GROWTH PORTFOLIO

SCRAMBLER AWARD SYSTEM

Strand 3: KEY TO SUCCESS (KTS) LEADERSHIP PROGRAMME

- PRAISING SYSTEM

VALUE FOUNDATION & ITERATIVE FRAMEWORK

Value Education

- Truth
- Justice
- Love
- Life
- Family

CATHOLIC CORE VALUES

PERGIA POSITIVE EDUCATION

OUR GROWTH FRAMEWORK EVOLUTION

1. RELIGIOUS AND VALUE EDUCATION FRAMEWORK
2. GROWTH FRAMEWORK V1
3. NEW GROWTH FRAMEWORK

EVOLVING FRAMEWORK: FROM FOUNDATION TO FUTURE

LEVELMIND ROOM
(Affective Support)

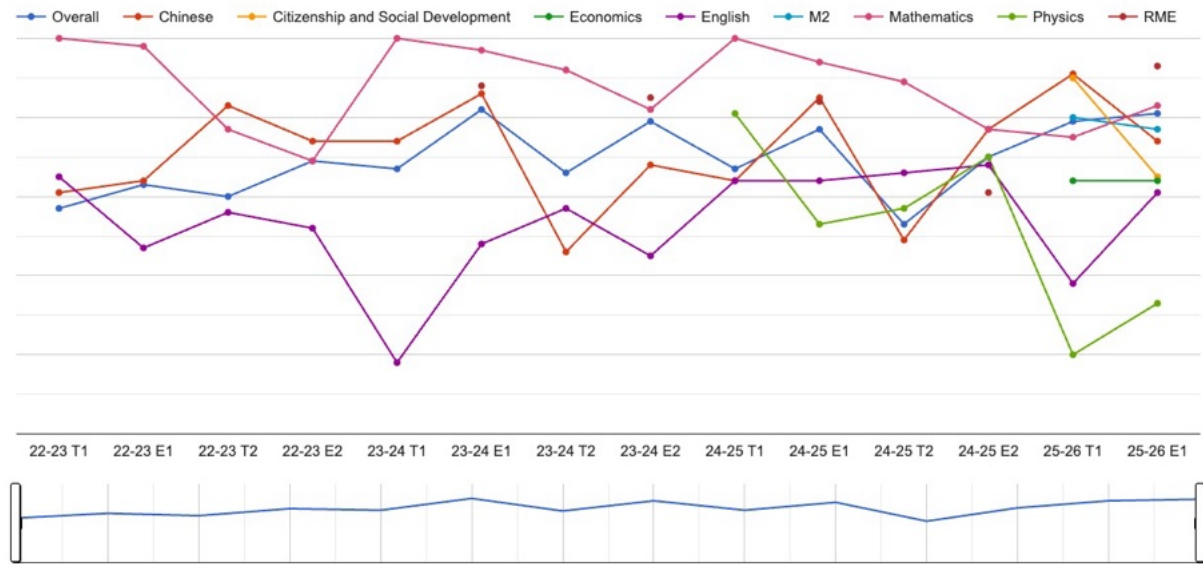


Creation of online platforms to
facilitate administration work

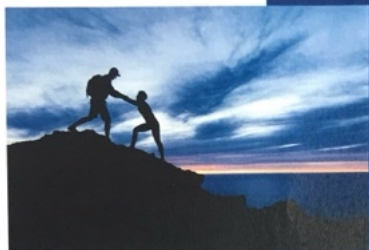
Academic Performance Tracking System for all stakeholders



- ✓ Overall
- ✓ Chinese
- ✓ Citizenship and Social Development
- ✓ Economics
- ✓ English
- ✓ M2
- ✓ Mathematics
- ✓ Physics
- ✓ RME



	22-23 T1	22-23 E1	22-23 T2	22-23 E2	23-24 T1	23-24 E1	23-24 T2	23-24 E2	24-25 T1	24-25 E1	24-25 T2	24-25 E2	25-26 T1	25-26 E1
Overall	61.80	64.26	57.76	68.65	61.20	70.61	66.39	69.84	65.57	70.64	58.57	68.75	65.81	64.80



Scrambler Award Scheme

「攀峰者」獎勵計劃

Name: _____ 2017-18

Class: _____ Class No.: _____

Kwok Tak Seng Catholic Secondary School

改善指數計算方法

Improvement Index of the First Term:

Compare the difference between the average marks of the First Term Test (T1A1) and that of the whole First Term (T1A2). The improvement index will be known after taking reference to the index table on P.4.

上學期獎勵計算方法：

比較上學期統測平均分(T1A1)及上學期總平均分(T1A2)。計算進步分數，然後參考第四頁的對數表，得出進步指數。

Expected Marks and Improvement Index: (to be filled in after the First Term Test)

- Average mark of the First Term Test (T1A1) = _____
- Expected average mark of the First Term (T1A2) = _____
- Expected improvement mark of the First Term = (T1A2) - (T1A1) = _____
- Expected improvement index of the First Term (you may refer to the index table) = _____
- In order to achieve the expected result stated above, my study strategies are:

Student's Signature: _____ Form Teacher's Signature: _____

Date: _____ Date: _____

Evaluation: (to be filled in after the First Term Exam)

- Average mark of the First Term Test (T1A1) = _____
- Actual average mark of the First Term (T1A2) = _____
- Actual improvement mark of the First Term = (T1A2) - (T1A1) = _____
- Actual improvement index of the First Term (you may refer to the index table) = _____
- Have you achieved the expected target? Why?



Round 2: Planning and Evaluation for First Term

Your average mark in the first term test: 70.41

	Planning	Self-evaluation
Average mark	<u>73.00</u>	<u>68.35</u>
Improvement index	<u>3</u>	<u>0</u>
	Your study strategies are (please apply SMART principle*): SMART principle means 'Specific' (明確具體), 'Measurable' (可量度), 'Achievable' (可實現), 'Realistic' (實際) and 'Timely' (適時/設定時限)	My target was not met.
Example	I will memorize five new vocabulary items every day.	I could memorize up to ten vocabulary items every day, so I will further challenge myself next time.
English ▼	<input type="text" value="I will learn English on apps at least 15 minutes a day."/>	<input type="text" value="I could reach the target sometime."/>
M2 ▼	<input type="text" value="I will do maths at least 50 questions a week."/>	<input type="text" value="I could attain the target."/>



Budgeting system

Resources Management

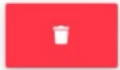
Gifted Education (2023-2024)

Planning - Budgeting System

A. Administrative Expenses

B. Programme Expenses for Major Concern

C. Miscellaneous Programme Expenses



Program

Junior Forms and Senior Forms Pull-out Training Programs

Item	Description/Purpose	Grant	Amount	Approved Amount
	Junior Forms Pull-out Training Programs on Creativity/Leadership/Aca	Life-wide Learning Grant	▼ 70000	40000
	Senior Forms Pull-out Training Program (Gifted Workshop)	Diversity Learning Grant - Other Programmes	▼ 18000	18000
Professional/Consultant Fee	Senior Forms Pull-out Training Program (Multi-learning Program)	Diversity Learning Grant - Other Programmes	▼ 45000	45000
	Senior Forms Pull-out Training Program (Academic Workshop)	Diversity Learning Grant - Other Programmes	▼ 18000	18000
		EOEBG-Baseline Reference	▼	
Travel Allowance for Guest		EOEBG-Baseline Reference	▼	

6. Generate short-term & long-term wins

Via an agile curriculum

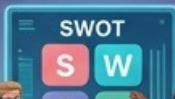
KTS roadmap



what are our strengths & weaknesses?

reading

set targets



what are our strengths & weaknesses?

reading

set targets

school motto, core values framework setting

2015-2017



nurturing learning habits

e-learning & STEAM

using statistics in L&T

gifted ed

EMI L materials and env. growth curriculum (core values+sch motto, +Ed, spiritual, moral, health, civic)

2018-2020



integrated learning habits in L&T

global and national perspectives

connected campus

STEAM + gifted ed

integrated +Ed growth curriculum

revising EMI L materials

strong reading culture

statistics-based L&T

reflective L&T practices

2021-2023



Curriculum leadership

integrated learning habits in L&T in all subjects

Self-reflective and regulated learning

KTS religious and value education framework

Creation of knowledge management contexts

Fully implemented statistics-based L&T & LP

Extending language across curricular (w/ RAC)

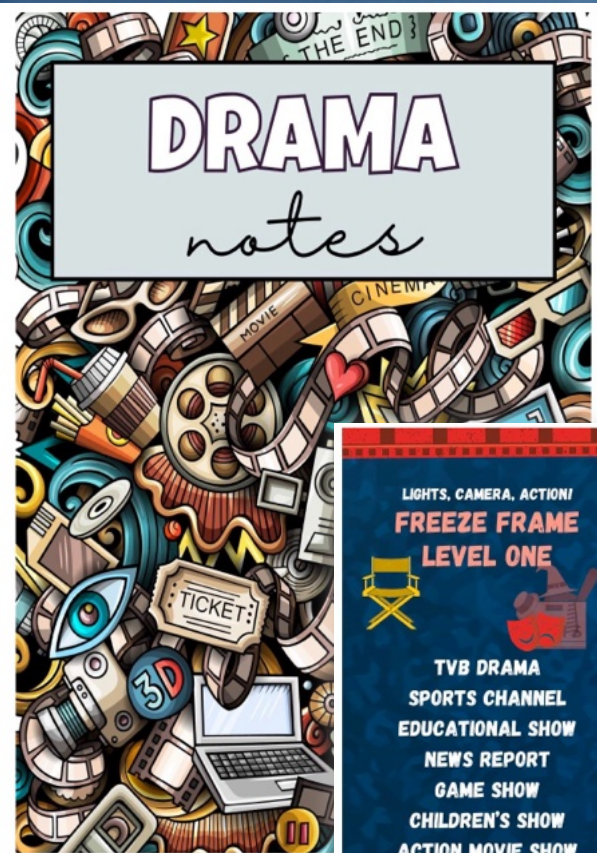
Fully blown growth curriculum and positive education environment

2023-2026+

The background of the slide is a dynamic, high-speed photograph of water splashing upwards, creating a bright, glowing center. The water is rendered in various shades of blue, from deep navy to light cyan, with intricate patterns of droplets and ripples. The overall effect is one of energy and movement.

Practice 1

English and Drama Education



LIGHTS, CAMERA, ACTION!
**FREEZE FRAME
LEVEL ONE**

TVB DRAMA
SPORTS CHANNEL
EDUCATIONAL SHOW
NEWS REPORT
GAME SHOW
CHILDREN'S SHOW
ACTION MOVIE SHOW

LIGHTS, CAMERA,
**FREEZE FRAME
LEVEL ONE**

THE SWIMMING CO
**GETTING A SEAT ON A
TRAIN**
**WAITING FOR
PARACHUTE J**
LATE FOR SCHOOL
MARRIAGE PROPOSAL

FAQ 2-LINE SKITS(HARD)

Come up with a situation where your dialogue may fit.

Are you sure?

You don't believe me?

Are you serious?

Don't tell me you didn't know!

Will they find out?

You're crazy!

I Don't Like Chocolate

By: Henry Boudolf, Age 12, South Carolina USA

Description: When you think you don't like chocolate, but then you try it.
Genre: Comedic



I don't like chocolate. There, I said it. I don't like chocolate and there is nothing you can do to make me think otherwise. What good is chocolate anyway? It only comes in like two flavors! You also can't keep it in your pocket. It'll just melt! That goey melted-ness along with the color is just... And in case you're wondering why I would need to put chocolate in my pocket, it would obviously be so I could eat it at school! And I am no barbarian. I follow the rules of being a kid and remember to eat my candy BEFORE my food. And another thing, chocolate is poisonous to dogs! I have three dogs, so if I accidentally left chocolate just laying around then my dogs might EAT IT. (React to thought of what could happen to dogs.) Have I tried it, you ask? No, I have not. I have not, and will not, ever try chocolate. Not even if you pay me five bucks to do it. Or ten. Maybe fifteen. Fine, I will eat this chocolate bar for 20 bucks. (Eats the chocolate) That... WAS THE GREATEST THING EVER! Give me more please!

*Kwok Tak Seng Catholic Secondary School
Secondary One
Drama - Monologues*

1. Syndrome

See? Now you respect me, because I'm a threat. That's the way it works. Turns out, there are a lot of people, whole countries, who want respect, and they will pay the nose to get it. How do you think rich? I invented weapons, and now I I weapon that only I can defeat, and v unleash it, I'll get... You sly dog! You g monologuing! I can't believe it. It's cool Zero-point energy. I save the best inve for myself. Am I good enough now? super now? I'm Syndrome, your ne and...Oh, brilliant.

Underline a question.
Circle the punctuation that tells you his stream-of-thought has been interrupted.
Highlight a sentence where his feelings changed.

*Kwok Tak Seng Catholic Secondary School
Secondary One
First Term Speaking Examination*

Name: _____ Class: ()

Criteria	5 - Excellent	4 - Proficient	3 - Developing	2 - Emerging	1 - Beginning
Characterisation	Demonstrates deep understanding of character's emotion, motivations, and background. Fully embodies the character's unique personality with nuanced interpretation.	Shows clear understanding of character's core traits and effectively portrays most emotional nuances.	Demonstrates basic understanding of character's main traits. Some attempt to connect with character's emotion.	Limited understanding of character's depth. Minimal emotional connection.	No clear character interpretation. Appears disconnected from the character's essence.
Pronunciation	Articulates words with crystal-clear diction. Pronounces all words correctly with perfect enunciation.	Speaks clearly with minimal mispronunciations. Words are mostly understood.	Most words are pronounced correctly. Some minor pronunciation errors.	Frequent pronunciation errors that impede understanding.	Pronunciation is unclear and significantly impedes comprehension.
Vocal Delivery	Demonstrates exceptional vocal variety. Uses pitch, tone, and volume masterfully to convey emotion and character.	Shows good vocal variation. Uses different tones effectively to express character's mood.	Some vocal variation. Basic changes in tone and volume.	Limited vocal expression. Mostly monotone delivery.	No vocal variation. Flat and unengaging delivery.
Body Language/Movement	Uses purposeful, expressive movements that perfectly complement the monologue. Natural and confident stage presence.	Demonstrates appropriate body language that supports the character. Mostly confident movements.	Some body language that relates to the character. Occasional awkward movements.	Minimal body language. Appears stiff or uncoordinated.	No meaningful body language. Appears disconnected from performance.
Audience Rapport/Eye Contact	Maintains consistent, engaging eye contact. Creates strong connection with audience. Appears completely comfortable and confident.	Maintains good eye contact. Appears comfortable and connects with audience most of the time.	Occasional eye contact. Some attempts to engage with audience.	Minimal eye contact. Appears uncomfortable or nervous.	No eye contact. Appears completely disconnected from audience.

Total: _____
Comments: _____



AI Generated Exercises Puzzle Pieces, Grammar Architect, and Word Detective



<input type="checkbox"/>	Learning Focus ↑↓	TYPE	THEME	Mastery ↑↓	Time ↓	
<input checked="" type="checkbox"/>	automatic Automatic describes a device or process that works by itself without needing direct human control or manual effort. It often...	vocabulary	Others ↓	Unattempted	19/03/2026	
<input checked="" type="checkbox"/>	adaptive Describing the ability to change or adjust easily to new conditions, environments, or different situations in order to be...	vocabulary	Others ↓	Unattempted	19/03/2026	
<input type="checkbox"/>	panorama A panorama is an unbroken, wide-angle view of a surrounding area. It allows a person to see a broad stretch of land or sky in ...	vocabulary	Others ↓	Unattempted	19/03/2026	
<input type="checkbox"/>	personalised Personalised means designed or made specifically to suit a particular person's individual needs, preferences, or...	vocabulary	Others ↓	Practising	19/03/2026	
<input type="checkbox"/>	trail A trail is a path through a countryside, mountain, or forest area, often made for walking, hiking, or cycling. It can also refer to a...	vocabulary	Others ↓	Practising	19/03/2026	
<input type="checkbox"/>	panoramic Panoramic refers to a wide, unbroken view of an entire surrounding area. It describes a scene that allows you to see in...	vocabulary	Others ↓	Graduated	19/03/2026	

Showing 1-6 of 8 items

← Previous

Next →

The background of the slide is a dynamic, high-speed photograph of water splashing, creating a complex pattern of white and light blue droplets and ripples against a darker blue background. The water appears to be moving from the top and sides towards the center, creating a sense of motion and energy.

Practice 2

INNOMaster Curriculum (STEAM)

INNO-Master: CULTIVATING THE FUTURE INNOVATOR



YEAR 2: PROTOTYPING & TECHNOLOGY

YEAR 1: FOUNDATION & CRAFTSMANSHIP

YEAR 3: INNOVATION & ENTREPRENEURSHIP (YEAR 3)

THE IDEAL STUDENT: BALANCED. INNOVATIVE. EMPATHETIC. FUTURE-READY.

DARE TO DREAM!

INNO-MASTER

Name:
Class:
Class no.:

KWOK TAK SENG
CATHOLIC
SECONDARY SCHOOL

INNO-Master Teaching Materials

- Design Thinking
- Peer Evaluation
- Core Values of Catholic Education
- Rubrics - Improvement Feedback
- Extended Learning - Cater for Learner Diversity
- Entrepreneurship

Chapter 2: Building Bridges - Teamwork and Craftmanship

Welcome to Chapter 2 of INNO-master! In this chapter, we will dive into a fun and engaging team-building exercise called "Build A Bridge." This activity will allow you to experience the essence of INNO-master as you work together with your classmates, harness your creativity, and learn to utilize different materials and tools. Through this experiential learning activity, you will not only build bridges but also build connections with your peers, setting the foundation for future collaboration in the group project of product design. Get ready to unleash your teamwork skills and embark on a bridge-building adventure!



Learn more with this video

Engaging in the building bridges activity contributes to SDG 9: Industry, Innovation and Infrastructure. By constructing stable and creatively designed bridges, we align with the goal of building resilient infrastructure and promoting sustainable industrialization. This activity fosters innovation and creative problem-solving skills, vital for addressing infrastructure challenges. Connecting bridge-building to SDG 9 recognizes the importance of sustainable infrastructure in fostering economic growth and creating a better future.

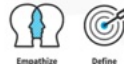
Design Thinking 1: Empathize and Problem Definition

Welcome to Design Thinking 1: Empathize and Problem Definition. In this chapter, we will dive into the fascinating world of design thinking, a creative problem-solving approach that focuses on understanding the user's needs and defining problems effectively. By learning and practicing these skills, you will lay the foundation for the rest of your design journey, ready to unlock your empathy skills, gain insights into meaningful problems that can lead to innovative solutions, and define them clearly.



Learn more with this video

Design Thinking

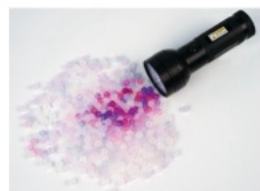


Acrylic Plastic

In the following project, you have to use tools and scoring techniques to create a 3D model with acrylic plastic.

1. Key Characteristics of Acrylic Plastic:

Characteristic	Glass	Acrylic Plastic
Impact Resistance	Lower impact resistance compared to acrylic	Acrylic has high impact resistance and is shatter-resistant. 10 times more shatter-resistant than glass.
Optical Transmission	Transmits 80-90% visible light	Can transmit up to 92% visible light.
UV Blocking	Blocks almost no UV radiation	Provides 99% UV blocking, offering superior UV protection.
Weight	Heavier, approximately 50% heavier than acrylic	Lightweight, weighing approximately 50% less than glass. Easier to handle and install.
Malleability	Can be shaped into curves, but with some limitations.	Can be easily formed into various shapes while maintaining excellent optical properties.
Cost	Generally less expensive	Often more expensive, but can be more cost-efficient in the long run due to its longevity.
Scratch Resistance	More scratch-resistant than acrylic	Softer and can be scratched more easily. Hard coating technology advancements help improve scratch resistance.
Ease of Working With	More challenging and may require specialized tools for shaping and cutting.	Easier to work with, can be cut, shaped, and fabricated with standard tools.



Fun experiment to do at home Testing UV blocking ability with UV beads:

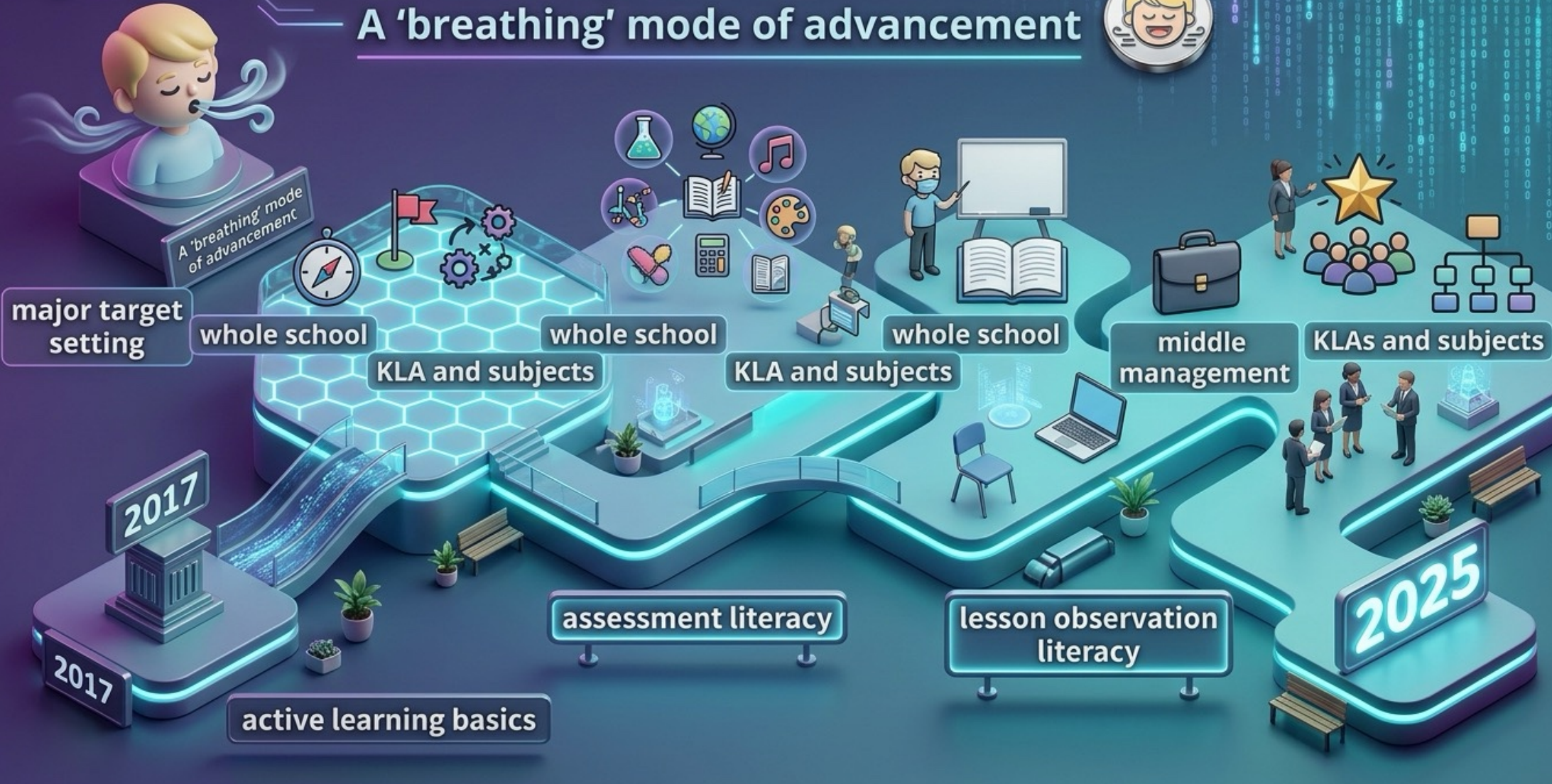


7. Sustain acceleration

Professional development

professional development

A 'breathing' mode of advancement





Major Target 1

Active learning

天主教郭得勝中學

教師工作坊

提升教學能量 建立觀課文化

2020年10月6日
2:00 p.m. - 4:30 p.m.

天主教郭得勝中學

全體教師工作坊

主題:一堂好課及有效教學策略

日期: 2020年8月26日
時間: 9:00a.m.-12:00n.n.

Kwok Tak Seng
天主教

優化
New teacher program
新老師工作坊

一堂好課及有效教學策略
A Good Lesson & effective teaching strategies

日期: 2023年8月29日
時間: 10:00 a.m.-12:00 n.n.

Kwok Tak Seng Catholic Secondary School
天主教郭得勝中學
Staff Development Workshop
全體教師工作坊

促進教師專業發展
優化同儕觀課與議課
Promoting Teacher Professional Development and
Optimizing Peer Classroom Observation and
Lesson Discussion

月25日
5:00p.m.

Kwok Tak Seng Catholic Secondary School
天主教郭得勝中學

New teacher program
新老師工作坊

評估素養
Assessment Literacy

Quality School Improvement Project
4 January, 2024
10:00a.m. - 11:00a.m.



Major Target 2

Positive education

Understanding students' attitudes, behaviour and mental and cognitive development at different stages of growth:

School Motto	Core Value(s) Highlight	Form	Stage of Development
	Life Love Family	F.1, F.2	Understand and Appreciate Life Character Strength, Positive Emotion and Relationship
Faithfulness Forgiveness Sincerity Intelligence	Truth Justice Life	F.3, F.4	Cherish and Live Out Life (Develop one's strengths) Meaning of Life and Multi-perspective of life
	Truth Life Love Family	F.5, F.6	Lead a Fulfilling Flourishing Life Growth mindset / facing failure, self compassion / stress management.

Positive Education Teaching Training: 27 times in 3 years

Teacher Training 2020-2021

Focus: Introduction to Positive Education and Character Strengths

Date	Theme	Organization	Target
27/8/2020	Positive Education workshop: "Introduction to Positive Education and Character Strengths"	Positive Education Laboratory (City University of Hong Kong)	All Staff
4/9/2020	Positive Education workshop: "Positive Feedback" I	Education and Family Support Service of Baptist Oi Kwan Social Service (BOKSS)	S1-S6 Class teachers
2/11/2020	How to conduct character strengths lessons	Positive Education Laboratory (City University of Hong Kong)	S1 Class teachers
19/11/2020	How to conduct character strengths lessons	Positive Education Laboratory (City University of Hong Kong)	S1 Class teachers
21/1/2021	Positive Education workshop: "Positive Feedback" II	Education and Family Support Service of Baptist Oi Kwan Social Service (BOKSS)	S1 – S6 Class teachers
7/5/2021	Positive Education workshop: "Applying Positive Psychology and Character Strengths into school life"	Positive Education Laboratory (City University of Hong Kong)	All Staff
20/5/2021	Positive Education: Application of Positive Education in different committees (OLE, LP)	Positive Education Laboratory (City University of Hong Kong)	Committee members
26/5/2021	Positive Education: Application of Positive Education in different committees (SEN, RMC, AC)	Positive Education Laboratory (City University of Hong Kong)	Committee members
1/6/2021	Positive Education: Application of Positive Education in different committees (PC)	Positive Education Laboratory (City University of Hong Kong)	Committee members

Kwok Tak Seng Catholic Secondary School

Positive Education Activities (PC)

(In response to the three key school-based developmental stage)

Form	Responding Theme(s)/Core Value(s)	Details
S.1 Understanding Self	Understanding character strengths	<ol style="list-style-type: none"> Mr. Remus Kwok and his team from the Positive Laboratory of the City University of Hong Kong introduced our S.1 and S.2 students to different concepts of character strengths A Fun Day was organised by the helpers from Positive Education Team from the City University of Hong Kong for S.1 students. Collaboration with St James Settlement on running game boot based on the theme of the Year
	Understanding emotion	<ol style="list-style-type: none"> A screening test for understanding the mental health status of S.1 students was conducted through the platform of Student Mental Health Support Scheme. More follow-ups will be conducted to shortlisted students when the list is released.
S.2 Understanding Self	Understanding character strengths	<ol style="list-style-type: none"> Mr. Remus Kwok from the Positive Laboratory of the City University of Hong Kong introduce our S.1 and S.2 students to different concepts of character strengths.
	Understanding emotion	<ol style="list-style-type: none"> A talk, 'Be friend with emotions', conducted by the social workers from the Caritas Charrette Centre (明愛感創中心), was held. Participants filled in a questionnaire on understanding their stress and anxiety level Students were shortlisted and invited to take part in a relaxatic crystal ball making workshop. Expressive Art workshops were conducted by the professional

S.4 Exploring Self	Exploring self (character strengths and growth mindset)	<ol style="list-style-type: none"> A Positive Education workshop on understanding different perspectives was conducted by the social workers from the Positive Education Laboratory of the City University of Hong Kong. Students were guided to view issues by strengthening the character strength – perspective. Students were encouraged to practice this strength, especially in senior forms when they are making decisions for their career path. To equip our students with the growth mindset, a talk on understanding failure and growth mindset was organised for all S.4 and S.5 students, conducted by Mr. Remus Kwok from the Positive Laboratory of the City University of Hong Kong. Students were guided to have a new look at failure. As a follow-up to the talk, a teacher training workshop (6 December) was conducted for S.4 and S.5 class teachers on how to help students build their growth mindset further. Three sessions of Zentangle workshop were conducted by our Education Psychologist, Ms. Kenus Leung, for students who are relatively more stressed. The activity was well received. There is even a request for another three sessions in the second term. A growth camp was organized for students to master the concept of positive education through experiential learning.
S.5 Unleash Potential and live out life	Love, Family	<ol style="list-style-type: none"> To equip our students with the growth mindset, a talk on understanding failure and growth mindset was organised for all S.4 and S.5 students, conducted by Mr. Remus Kwok from the Positive Laboratory of the City University of Hong Kong. Students were guided to have a new look at failure. As a follow-up to the talk, a teacher training workshop was conducted for S.4 and S.5 class teachers on how to help students build their growth mindset further. Three sessions of Zentangle workshop were conducted by our Education Psychologist for students who are more stressed.

Parents Education 2020-2021

Focus: Strategies for nurturing kids in the new era.

Date	Theme	Organization	Target
26-09-2020	Nurturing kids with Positive Discipline (正向教養)	Positive Education Laboratory (City University of Hong Kong)	S1 Parents
08-10-2020	Motivate Kids to learn (如何激發子的學習動機)	School Education Psychologist	S1 Parents
22-10-2020	Knowing more about online addiction (溺)	Qualitative Psychologist	S1 Class teachers

Parents Education 2021-2022
Focus: Introduction to elements of Positive Education

Date	Theme	Organization	Target
05-11-2020	Workshop on Personality Dimensions (性格透視家長工作坊)		
12-11-2020	Workshop on Personality Dimensions (性格透視家長工作坊)		
19-03-2021	Workshop on how to support kids for class resumption. 由「虛」到「實」- 為復課把把脈		
30-4-2021	Parent-child relationship strategies for the new era (網路世代親子攻略)		
21-5-2021	Supporting kids with Love 伴你歷「情」家長生命守門員講座		
25-09-2021	Understanding your children's character strengths (認識子女的性格強項)	Positive Education Laboratory (City University of Hong Kong)	S1 parents
07-10-2021	Ways to deal with addiction 中一家長講座:家長「止癮」	TWGH Integrated Centre on Addiction Prevention and Treatment 東華三院不再迷網服務	S1 parents
21-10-2021	Positive emotion and mindfulness 中一家長講座:正向情緒靜觀	School Education Psychologist	S1 parents
01-11-2021	Better financial management 「課金有節制, 家長有閉關」家長講座	Caritas	
09-11-2021, 23-11-2021, 30-11-2021, 30-11-2021, 07-12-2021, 07-06-2022	Parent-child group 歷久·嘗新·強化家庭抗逆力小組	TWGH	
17-12-2021	Sex Education for Parents of the new era 「與時並進的青少年情性教育」家長講座	Caritas	
18-02-2022	Cultivating Growth Mindset 「練習跌倒」- 父母給孩子的「失敗教育」家長講座	Caritas	
21-05-2022	Understanding character strengths 「彩虹鏡下看子女」- 品格強項與親子溝通家長講座	Candy I	
8-7-2022	Understanding Self harm 關愛子女系列(一)「關注青少年自傷行為」家長講座		

Parents Education 2022-2023
Focus: Understanding different elements of Positive Education

Date	Theme	Organization	Target
24-09-2022	Understanding your children's character strengths (認識子女的性格強項)	Positive Education Laboratory (City University of Hong Kong)	S1 parents
14-10-2022	「與時並進的青少年情性教育」II - 網上交友的吸引與風險家長講座	Caritas Jockey Club Project on Marital Relationship Enrichment - Intimacy Channel 明愛賽馬會婚姻培育計劃-親密頻道	All parents
18-10-2022	Proper ways in dealing with electronic devices 家長「止癮」講座: 培養子女健康使用電子產品的原則及方法	TWGH Integrated Centre on Addiction Prevention and Treatment 東華三院「網樂人」計劃	All parents
15-11-2022	Restoring family resilience 抗逆有「家」家長講座	TWGH JC Promoting Family Resilience Project 東華三院 賽馬會抗逆有「家」計劃	All parents
09-12-2022	Building resilience 「練習堅強」 - 父母與孩子「尋找復原力」家長講座	Positive Education Laboratory, City University of Hong Kong	All parents
17-02-2023	Exploring character strength 「善用品格優勢·盛載孩子的成長」家長講座	Caritas Hong Kong 明愛賽馬會「源·點」家校本靈支援服務	All parents
17-02-2023	Parent-child experiential activities 「親子體驗活動: 夢想·家- 為明日回憶」	Positive Education Laboratory, City University of Hong Kong	All parents
16-03-2023	Cultivating a Growth Mindset for Your Kids	Ms Jasmine To Education Psychologist	All parents
21-04-2023	Effective Parent-child Communication 「親子關係鬆一鬆·有傾有講講得通」家	Caritas School Social Work Service Unit	All parents

Parent Education across the years

Understanding Self and Appreciate life

Positive Education > 性格強項成長課教材套 > 成長課(六節版) ▾

類型 ▾

使用者 ▾

上次修改日期 ▾

來源 ▾

名稱 ↓

第四節勇氣與公義

第六節總結

第五節靈性及超越

第三節節制

第二節仁愛

第一節智慧與知識

8. Institute change and sustainable outcomes

V. 學生對學校的意見跨年比較

調查項目	2023-2024		2024-2025		2025-2026	
	平均數	標準差	平均數	標準差	平均數	標準差
我對教學的觀感 (包括課堂內外的教學)						
我對學生學習的觀感 (包括課堂內外的學生學習)						
我對學生成長支援的觀感						
我對學校氣氛的觀感						

我對學生學習的觀感 (包括課堂內外的學生學習)	7	課堂內外，我能主動學習。
	8	課堂內外，我對學習有自信。
	9	課堂內外，我享受學習。
	10	我經常認真地完成學習任務，包括功課。
	11	我盡力嘗試克服學習困難。
	12	我經常在課餘閱讀課外讀物，例如課外書及報刊等。
	13	我懂得訂立自己的學習目標。
	14	我懂得運用學習方法，例如作課前預習、運用概念圖及網上資源等。
	15	我經常藉著課堂表現、測考成績和老師的意見，例如習作評語，反思和改善學習。
	16	我能實踐健康的生活，例如作息有序、適量運動和懂得紓緩壓力等。

Handwrite Your Notes



Handwriting has been shown to improve memory retention and understanding. Although typing might seem more efficient, prioritize handwriting your notes in GoodNotes for maximum learning benefits

Active Listening



Avoid copying everything your teacher says. Instead, listen actively, understand the key concepts, and jot down essential points and keywords. You can organize and elaborate on these notes after the class

Utilize Graphic Organizers



Graphic organizers can help you visualize and understand complex concepts. Use them in GoodNotes to organize your thoughts and enhance memory retention

Write Down Questions



If you have questions during the lesson, jot them down. These can be addressed in the following lesson or during your self-study time.

S1 Digital Note-taking

SCHEME

STUDY HABITS

Habit Tracker



Bind it to the last page of your **student handbook**

It will be checked by your form teacher at the end of each month.

Habit Tracker Guidelines for Students

Using Atomic Habits

This guide is designed to help students incorporate habit tracking into their daily routines effectively, following the principles of Atomic Habits. In this campaign, you will be engaged to build four given habits and set four study habits to achieve.

1. Given Habits

START WITH THE FOUR HABITS GIVEN TO YOU:

1. **Goodnotes Study Set:** Every day, use Goodnotes study set to learn and remember five new vocabulary words.
2. **Organization Notebook:** Keep your notebook organized daily. This includes making sure pages are legible and well-structured.
3. **Read a News Article:** Each day, read a news article to improve your reading comprehension and stay informed about current affairs.
4. **Watch a 5-Minute YouTube Video in English:** Watch a short video in English every day to improve your listening skills and language comprehension.

2. Choose Your Study Habits

Identify four study habits that you believe will improve your academic performance. These habits should challenge you, but still be achievable with consistent effort.

3. Track Your Habits Daily

Use your habit tracker to mark off each day you successfully perform your habits. This visual representation can provide motivation and satisfaction.

Guidelines for Subject Teachers

Subject teachers play a vital role in shaping a student's academic journey. As a subject teacher, you have a unique opportunity to encourage effective note-taking habits among students. Here are some guidelines to help you integrate digital note-taking into your teaching process:

1. Regularly Check their Digital Note-taking Habit

Include digital note taking in your grading system. This will motivate students to develop and maintain good note-taking habits. Check after finishing one unit or at least twice a term.

2. Encourage Handwriting of Notes

Promote the benefits of handwriting over typing to students. Explain how handwriting can enhance memory retention and understanding. Typed notes are generally not allowed.

3. Encourage Active Listening

Teach students the importance of active listening in class and how it can be more beneficial than writing down everything word for word. Teach them to jot down keywords.

4. Provide Digital Materials

When possible, provide study materials in a digital format that students can directly import into their GoodNotes notebooks, e.g. PDF.

5. Highlight the Importance of Organization

Tell them the filing method that is suitable for your subject during the first 2 cycles. Show examples of well-organized digital notebooks from their peers and emphasize the importance of proper naming conventions, neat handwriting, and regular note maintenance. Follow the filing structure S1-Subject-Topic.

Pre-lesson Task

Treatment & Prevention → Destroying mosquito vector to prevent transmission

Plasmodium by female Anopheles mosquito

- The mosquito bite an infected person and takes up blood cells which contains gametes of protist/plasmodium
- gametes fused in the gut of mosquito
- mosquito bites an uninfected person
- Plasmodium is transmitted to the blood of a person and invades red blood cells in liver

Malaria

- Use anti-malarial drugs on malaria victims to prevent the parasite spreading within human body

Possible prevention

- small doses of carbon monoxide experiment proved with mice

Symptoms

- High fever
- Chills
- Headaches

Result in Malaria

Sickle cells

Reason for explaining sickle cell disease in malaria resisting

Cause of sickle cells

- receive sickle genes from parent

2 genes sickle cell disease ✓ illness	1 gene sickle cell trait X illness
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- If both parents are sickle cell trait.

Case

- ① $\frac{1}{2}$ chance of receiving in 1 normal & 1 sickle cell gene/malaria
- ② $\frac{1}{4}$ chance of receiving 2 sickle cell genes
- ③ $\frac{1}{4}$ chance of receiving 2 normal genes

Characteristic

- red blood cells are sickle in shape
- May block blood vessel
- Permanently → sickle cells genes can't be lost
- Have low potassium levels
- Kills off the Plasmodium when it enters the cell.
- Heterozygotes with sickle cell trait have sufficiently reduced potassium levels to protect them against parasite
- People having sickle cells are less likely to suffer from malaria than people with 2 normal alleles.

resist to malaria

Small & clean!

Graphic Organiser

Construct a concept map to show the components of blood (with their functions if applicable) and functions of blood by using the following key words: blood, plasma, blood cells, plasma proteins, nutrients, respiratory gases, metabolic wastes, hormones, red blood cells, white blood cells, blood platelets

Blood

- Plasma (watery and yellow) (90% of water)
 - (1) Plasma Proteins
 - (1) Antibodies for body defence.
 - (2) Fibrinogen for body cell
 - (2) Nutrients: such as glucose, amino acids, fatty acids, glycerol, minerals and vitamins
 - (3) Respiratory gases: Including carbon dioxide and a small amount of oxygen.
 - (4) Metabolic waste: Such as urea.
 - (5) Hormones: For regulating metabolism.
- Blood Cells
 - (1) Red Blood Cell (RBC)
 - contains haemoglobin which carries oxygen from the lungs to all body cells.
 - Act as an oxygen carrier.
 - (2) White Blood Cell (WBC)
 - Defence against pathogens.
 - Phagocyte and lymphocyte
 - (3) Blood plate
 - Help in blood clotting at wounds.

Transporting substance of blood

Chemical substances (物質)	Site of upload	Site of download
(1) Oxygen	alveoli (in lungs)	Whole body cell (used in respiratory)
(2) Nutrients	villi (in ileum)	Whole body cell (")
(3) Carbon dioxide	body cells	alveoli (in lungs)
(4) Urea	Liver (Hepatic vein)	Kidney (as urine)
(5) Antibody	lymphocyte in blood	the site of pathogens.
(6) hormones	endocrine glands (内分泌腺)	target cells
(7) Heat	metabolic active cell (e.g. liver, skeletal muscles)	Whole body

(1) - (5) = Soluble in water

Changes to our school climate and sustainable outcomes

GROWTH MINDSET

LET'S MAKE LEARNING CHALLENGES AN OPPORTUNITY TO GROW. SAY IT WITH US:

"I'LL GET BETTER WITH PRACTICE."

"MY CLASSMATES INSPIRE ME TO STUDY WELL."

"THERE'S ALWAYS ROOM TO IMPROVE!"

"CHALLENGES ALLOW ME TO GROW."

"MISTAKES TEACH ME NEW LESSONS."

GROWTH MINDSET



性格強項投票區

請選出你認為具備下列性格強項的員、校務人員或工友:

1

韓思馬粵校長

2

朱愷欣老師

3

陳匡老師

+++++

智慧與知識

○ 創造力

○ 洞察

○ 喜愛學習



LevelMind

AI-empowered productivity

Productivity generated by tokens

THE AI-POWERED FUTURE OF SCHOOL OPERATIONS

ENHANCING & EMPOWERING EDUCATION

SCHOOL ADMINISTRATION

STREAMLINED & EFFICIENT



CREATION OF TIME & ONLINE SPACE

Digital platforms, virtual classrooms, efficient schedules



AUTOMATED ADMIN DOCUMENT PREPARATION

Report generation, forms, certificates



STAKEHOLDER SURVEY ANALYSIS

Feedback from parents, staff, students



SCHOOL DATA ANALYSIS & OPERATIONS

Resource planning, predictive maintenance, optimal resource use



DATA-DRIVEN DECISION MAKING

TEACHERS & KLA

EMPOWERED EDUCATORS & DYNAMIC CONTENT



DESIGN OF LESSON PLANS

AI-generated structures, adaptive content



PREPARATION OF MATERIALS

Sourcing, organizing, summarizing resources



DESIGN OF LEARNING MATERIALS

Interactive quizzes, videos, presentations



ENHANCED CURRICULUM MAPPING



AI AGENTS AS CO-WORKERS & AUTOMATION

Task automation, assistance in grading

STUDENTS

PERSONALIZED LEARNING & ACHIEVEMENTS



PERSONALIZED LEARNING PATHWAYS

Tailored lessons, individualized pacing



ENHANCE STUDENTS' LEARNING PROCESS

Adaptive exercises, real-time feedback



IMMERSIVE LEARNING EXPERIENCES

Virtual simulations, educational games



ANALYSIS OF ACADEMIC PERFORMANCE

Track grades, attendance, engagement



PROJECTION OF RESULTS

Identify needs, early warnings, future progress

PARENTS & ALUMNI

CONNECTED COMMUNITY & ENGAGEMENT



REAL-TIME STUDENT PROGRESS INSIGHTS

View dashboard, track achievements



COMMUNICATION & NOTIFICATIONS

Personalized updates, alerts, events



PARTNERSHIP IN LEARNING

Connect with teachers, parent communities



ALUMNI ENGAGEMENT & NETWORKING

Mentorship, support, fundraising



THANK YOU

FOR YOUR ATTENTION!