



LAW TING PONG SECONDARY SCHOOL

**Every
Student
a STAR**

Annual
School
Plan
2025/26

School Vision & Mission

A. School Vision

Every Student a STAR, Every Teacher a MENTOR, Every Staff Member a MODEL

B. School Mission

“All for Our Children”

Our School aims to bring out the best in our students along the moral, intellectual, physical, social and aesthetic domains so they can develop into informed and responsible citizens.

Law Ting Pong Secondary School

Annual School Plan

2025/26

Major Concerns

1. To nurture students into effective, active learners by promoting active learning, self-directed learning and Reading across the Curriculum
2. To strengthen students' whole person development by fostering wellbeing, leadership and future-ready competencies

Major Concern 1:

To nurture students into effective, active learners by promoting active learning, self-directed learning and Reading across the Curriculum

Building on the positive impact of study skills and active learning strategies, the school will implement the following focused efforts:

- Subject-based collaboration and cross-curricular professional development will be strengthened to promote consistent and effective use of active learning strategies and technology, including interactive flat panels.
- Structured talent development programmes and expanded experiential learning opportunities will be introduced to support high-achieving students.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1 To enhance effective, active learning inside and outside the classroom	<ul style="list-style-type: none"> • Implement active learning methodologies tailored to the characteristics and requirements of individual subjects by: <ul style="list-style-type: none"> - ensuring each subject identifies and adopts subject-specific active learning strategies aligned with curriculum objectives - integrating interactive flat panels and appropriate digital tools to foster collaboration and inquiry - developing lesson planning guidelines that embed at least one active learning task in every lesson - establishing consistent routines: beginning lessons with active reviews of prior content (e.g. concept maps, retrieval practice), incorporating a variety of active learning activities throughout the lesson and concluding with reflective exercises such as exit tickets or brief group discussions to reinforce understanding 	<ul style="list-style-type: none"> • Increase in scores in relevant items of APASO (Learning & Teaching), SHS(S) Items 1-6 & 7-11, and SHS(T) Items 54-58 • Observable improvement in effective, active classroom learning based on lesson observations 	<ul style="list-style-type: none"> • APASO • Stakeholder Survey • Lesson observation records • Assignment inspection records • Subject department documents • Students' participation in subject-based life-wide learning activities and competitions 	Whole Year	<ul style="list-style-type: none"> • Academic Committee (Core) • HODs • All Teachers 	<ul style="list-style-type: none"> • QEF Project (IFP) • “AI for Science Education” Funding Programme
	<ul style="list-style-type: none"> • Organize whole-school professional development workshops focused on active learning strategies • Subject panels integrate professional learning activities into departmental planning, lesson design and peer observation to strengthen implementation consistency 			SD Days Subject-based: at least once per term	<ul style="list-style-type: none"> • Academic Committee (Core) • Staff Development Team • HODs 	<ul style="list-style-type: none"> • QEF Project (IFP)

	<ul style="list-style-type: none"> Optimize homework tasks and practices to ensure purposeful consolidation and meaningful extension of classroom learning by: <ul style="list-style-type: none"> - designing meaningful, sufficient but manageable homework for consolidation, reinforcing key concepts and skills learned in class through practice and application - promoting variety in homework formats such as written assignments, creative presentations and reflective exercises to cater to diverse learner needs - leveraging digital platforms and interactive tools to enrich homework experiences, supporting independent and collaborative learning - extending learning beyond the classroom through homework that encourages exploration, problem-solving and connection to real-world scenarios - establishing clear feedback mechanisms to help students reflect and improve - recognizing students' homework efforts and achievements through displays and awards 	<ul style="list-style-type: none"> Higher quality of student work as evidenced through assignment inspections Increase in the percentage of students involved in life-wide learning activities and competitions, as recorded in departmental records and reflected in KPM 21 		Whole Year	<ul style="list-style-type: none"> Academic Committee (Core) HODs All Teachers 	
	<ul style="list-style-type: none"> Promote student engagement in extended learning programmes through: <ul style="list-style-type: none"> - organizing subject-based life-wide learning programmes to deepen subject relevance and real-world application - encouraging participation in academic competitions to foster challenge, motivation and public recognition of achievement - providing online courses and pull-out programmes for high-achievers to explore advanced content and develop talent pathways 			Whole Year	<ul style="list-style-type: none"> Academic Committee (Core) HODs 	<ul style="list-style-type: none"> DLG

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.2 To develop students' self-directed learning (SDL) habits, skills and attitudes	<ul style="list-style-type: none"> Enhance academic responsibility and self-regulation in junior form students by: <ul style="list-style-type: none"> - requiring them to consistently record assignments, test dates and major academic tasks in their student handbooks to improve personal organization and time management - cultivating habits of previewing lesson materials and actively taking notes to support learning retention and classroom engagement - guiding students to evaluate their classroom behaviours and study habits, identify strengths and weaknesses, set improvement goals and implement more effective strategies tailored to their needs - fostering students to conduct meaningful reviews of their test and examination results using provided mark analyses, helping them recognize their progress, adjust strategies and develop diligence 	<ul style="list-style-type: none"> Improved scores in APASO (Generic Skills), SHS(S) Items 13-15 and SHS(T) Items 60-61 Majority of junior form students consistently utilize their student handbooks for academic management Junior form students conduct meaningful reviews in their self-regulated learning records 	<ul style="list-style-type: none"> APASO Stakeholder Survey Student handbooks and self-regulated records Design of SDL tasks Teachers' observation and feedback Analysis of subject department evaluation reports 	Whole Year	<ul style="list-style-type: none"> Academic Committee (Core) S1-3 Class Teachers S1-3 Subject Teachers 	
	<ul style="list-style-type: none"> Provide training and practice in key study skills, including time management, memory techniques, effective note-taking and graphical organizers, to enhance junior form students' ability to plan, structure and take ownership of their own learning process 			Whole Year	<ul style="list-style-type: none"> Academic Committee (Core) HODs S1-3 Subject Teachers 	

	<ul style="list-style-type: none"> Strengthen self-directed learning through: <ul style="list-style-type: none"> providing training and ongoing support to empower teachers as facilitators of self-directed learning by equipping them to design meaningful self-directed learning experiences assigning tailored tasks, such as projects, flipped classroom activities, STEAM-based and cross-curricular tasks and self-selected learning topics, according to students' levels and needs exploring AI-assisted learning to support personalized exploration and self-paced progression embedding teacher-led conferences and feedback mechanism to monitor student progress and support timely adjustment 	<ul style="list-style-type: none"> Design of SDL tasks includes the essential components Students show initiative and effort in completing SDL tasks, as observed through teacher feedback Quality of SDL work showcased in the year-end learning fair 		At least once per term	<ul style="list-style-type: none"> HODs & Teachers of S1-3 CHI, ENG, MTH & Science STEAM Ed Committee 	<ul style="list-style-type: none"> Grant for Promotion of Self-directed Language Learning (English & Putonghua)
	<ul style="list-style-type: none"> Organize a self-directed learning task presentation competition as part of the year-end learning fair, providing students with a platform to showcase their independent learning achievements 			July 2025	<ul style="list-style-type: none"> Academic Committee 	<ul style="list-style-type: none"> QEF Project (IFP)

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.3 To foster Reading across the Curriculum	<ul style="list-style-type: none"> Embed subject-based reading tasks into the curriculum to strengthen students' subject-specific reading skills and enrich their knowledge Use subject textbooks as the foundation for reading tasks, guiding students to navigate features like glossaries and diagrams to build content understanding and reading fluency 	<ul style="list-style-type: none"> Improved scores in APASO (Reading), SHS(S) Item 12 and SHS(T) Item 59 Increased in library book loaning figures Junior form students show improvement in subject-specific reading skills, as observed in classroom performance and assignment quality Rising participation rates in school-based and external reading programmes 	<ul style="list-style-type: none"> APASO Stakeholder Survey Library circulation record Examination of RaC Group's work plan evaluation report Review of evaluation reports of subject departments Teachers' and students' feedback 	Whole Year	<ul style="list-style-type: none"> HODs S1-3 Subject Teachers 	
	<ul style="list-style-type: none"> Introduce diverse thematic texts during morning reading periods, followed by reflective or creative tasks that strengthen engagement, encourage thoughtful analysis, and support meaningful personal connections 			At least three times per term	<ul style="list-style-type: none"> RaC Group HODs 	
	<ul style="list-style-type: none"> Promote digital reading habits by providing access to a subscribed e-reading platform that encourages student choice and fosters a love of reading 			Whole Year	<ul style="list-style-type: none"> RaC Group 	<ul style="list-style-type: none"> Promotion of Reading Grant
	<ul style="list-style-type: none"> Organise thematic book displays that highlight subject-relevant titles to promote cross-curricular exploration and expand students' reading horizons 			Five times, in Oct, Dec, Jan/Feb, late Mar/ Apr and May	<ul style="list-style-type: none"> RaC Group HODs 	
	<ul style="list-style-type: none"> Enrich the school's reading culture by enhancing the annual book week and lunchtime library activities, offering engaging and meaningful experiences that ignite curiosity and cultivate a vibrant, reading-friendly environment 			Whole Year	<ul style="list-style-type: none"> RaC Group HODs 	<ul style="list-style-type: none"> Promotion of Reading Grant

Major Concern 2:

To strengthen students' whole-person development by fostering wellbeing, leadership and future-ready competencies

Through the collaborative efforts of different parties inside and outside of school, work on major concern 2 will focus on :

- Enhancing students' wellness through diversified learning experiences
- Cultivating national identity and positive values promoted by EDB and our school
- Nurturing future citizens with good awareness of rule and law-abidingness

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.1 To enhance the wellness of students through diversified learning experiences	<ul style="list-style-type: none">• Enhancing students' mental wellness through<ul style="list-style-type: none">- joining the Mental Health@School 4Rs Mental Health Charter to promote the 4R model (Rest, Relationship, Relaxation, Resilience)- enhancing the culture of class climate building- fostering peer relationships through groups offered by social workers	<ul style="list-style-type: none">• Charter implementation• At least 2 mental health talks/ workshops run by DoH• S1-5 class climate fostering activities are held• Training and exchanges on class climate building occur in staff meetings and form meetings• Training for class committee members• At least 2 small group programmes are run by social workers• Positive feedback from students on enhancement of their peer relationships• Class climate reflected on class climate building platforms	<ul style="list-style-type: none">• Meeting minutes• Class teachers internal sharing• Questionnaire• Stake-holders' survey• Teacher observation• Individual student interview	Whole year	<ul style="list-style-type: none">• Pastoral Care Committee and School Social Workers• Class teachers• All teachers	Resources lined up by Social workers

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.1 To enhance the wellness of students through diversified learning experiences (cont'd)	<ul style="list-style-type: none"> Strengthening students' physical and aesthetic wellness through promoting one-star-one-show campaigns via martial arts, sports day, singing contest, etc. 	<ul style="list-style-type: none"> The events are held 50% of students have a chance to be on stage 	<ul style="list-style-type: none"> School website Student record 	Whole year	<ul style="list-style-type: none"> HoD (P.E., V.A., Music) ECA Committee All teachers 	Department funding
	<ul style="list-style-type: none"> Fostering students' social wellness through <ul style="list-style-type: none"> enhancing class climate building through support from staff development programme and external agencies developing family education programme 	<ul style="list-style-type: none"> Class climate building as a regular item discussed in form meetings Students' cases discussed in form meetings followed up by social workers/EP/SEN team The i-Learner ProParent Digital Academy platform used 2 PTA talks on family education held 	<ul style="list-style-type: none"> Meeting minutes Students case record Feedback from PTA 	Whole year	<ul style="list-style-type: none"> Pastoral Care Committee Staff Development Team PTA Coordinator and respective committee School Social Workers 	One-off Grant on Parent Education (Secondary)
	<ul style="list-style-type: none"> Encouraging students to search for meaning of life through engagement and exploration <ul style="list-style-type: none"> broadening student horizons through Experiential Learning Week and excursions Careers and Life planning and exploration 	<ul style="list-style-type: none"> More than 1000 times of student participation in S1-5 ELW and excursions Career-related talks to help S3-5 students explore their directions 	<ul style="list-style-type: none"> Student post-ELW/excursion sharing and reflection Careers minutes and records Careers and life planning events participation records 	Whole year	<ul style="list-style-type: none"> ECA Committee National Education Committee Careers and Life Planning Committee All teachers 	<ul style="list-style-type: none"> Community resources Student Activities Support Grant

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.2 To cultivate national identity and positive values promoted by EDB and our school	<ul style="list-style-type: none"> Incorporating national identity and values education through <ul style="list-style-type: none"> - developing a roadmap of priority values foci for implementation - infusing the priority values in extra-curricular activities and/or non-academic areas 	<ul style="list-style-type: none"> Roadmap of the priority values foci developed Students demonstrate benevolence through action, e.g. services to the community Students showing commitment in action, e.g. through good ECA participation and attendance Students showing unity, e.g. through demonstrating good school spirit 	<ul style="list-style-type: none"> Minutes Student interview 	Whole year	<ul style="list-style-type: none"> HoD (P.E., V.A., Music) ECA Committee All teachers 	Department funding
	<ul style="list-style-type: none"> Appreciating the recent development of Mainland China and developing students' national identity through <ul style="list-style-type: none"> - Experiential Learning Week and excursions - Sister School Project and exchange 	<ul style="list-style-type: none"> Experiential Learning Trips, Sister School Project and exchange and excursions are organized Students' national identity is promoted Rating in KPM 17 on national identity remains high 	<ul style="list-style-type: none"> Post-ELW, exchanges and excursions sharing Students' reflection Teacher observation 	Whole year	<ul style="list-style-type: none"> National Education Committee ECA Committee All teachers 	Grant for the Sister School Scheme
	<ul style="list-style-type: none"> Enhancing LTPSS school spirit through <ul style="list-style-type: none"> - promoting school motto and STAR values - promoting multi-culture unity and harmony within our school community - strengthening student leadership development - carrying out a school website face-lifting project 	<ul style="list-style-type: none"> School motto and STAR values infused in different channels, e.g. speeches after flag-raising, assemblies Student-initiated activities to promote multi-culture unity and harmony Huge student participation in school events, e.g. Info Day, etc. Student leadership ladder 	<ul style="list-style-type: none"> Speeches after flag-raising and in assemblies School events and event participation Stake-holders' survey Minutes 	Whole year	<ul style="list-style-type: none"> Pastoral Care Committee Discipline Committee ECA Committee Publicity and publication Committee All teachers 	

		<p>created with training provided</p> <ul style="list-style-type: none"> • New school website created 				
2.3 To nurture future citizens with good awareness of rule and law-abidingness	<ul style="list-style-type: none"> • Improving students' self-management and awareness of rule and law-abidingness through <ul style="list-style-type: none"> - more explicit education of rules and laws - promoting students' regular reflection on their observation of the school rules and behaviours - enhancing students' incentives for positive behaviours 	<ul style="list-style-type: none"> • Rules reminders in school environment • Talks during assemblies on rules and law-abidingness • Student reflection logs show positive awareness • Recognition to Prefects and student leaders via inauguration leading to modelling effect resulting in more positive student behaviours 	<ul style="list-style-type: none"> • Campus inspection • Questionnaire • Focus group • Teachers' feedback 	Whole year	<ul style="list-style-type: none"> • Pastoral Committee • Discipline Committee • Class teachers • All teachers 	Community resources
	<ul style="list-style-type: none"> • Helping students apply their understanding of rule and law-abidingness through inside and outside school events 	<ul style="list-style-type: none"> • Drop of disciplinary cases reported in internal and external events 	<ul style="list-style-type: none"> • Student discipline records • Feedback from outside organisations • Teacher observation 	Whole year	<ul style="list-style-type: none"> • Discipline and Values Education Committee • Class teachers • All teachers 	