Kwok Tak Seng Catholic Secondary School

Annual School Plan

2026/27

School Vision and Mission

Kwok Tak Seng Catholic Secondary School

Annual School Plan (2026/27)

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

With the determination to carry on the contribution of the Catholic Church to education, the School, as its vision and mission stipulated in the Constitution of the Incorporated Management Committee of Kwok Tak Seng Catholic Secondary School, shall uphold and pass on the core values of **Truth, Justice, Love, Family and Life** to inspire and empower young people for their life and future responsibilities.

Our Emblem

Trust in God forms the basic mental and spiritual attitude in our new endeavour in the work of education, for God sees and takes care of everything we do for our students and brings it to success. With this trust in Him, we are confident of ourselves, and confident that what we do will, with His help, someday bear fruit. **"In God We Trust"** is, therefore, a motto written down on our school emblem.

Our Education Goals

To achieve an all-round education and maintain a balanced development of the spiritual, moral, intellectual, physical, social and aesthetic aspects of life.

Spiritual and Moral Education

1. To introduce the life and teaching of Jesus Christ to our students. Help them develop a compassionate heart and a positive, responsible and constructive attitude towards life.

2. To instill Catholic values in our school life to forge an open, caring and respectful environment for our members to model oneself to become “a good shepherd” (John 10:14)

Intellectual Education

3. To guide students in acquiring knowledge in different subject areas to cope with the needs of society; to help students develop their inquiring mind and the ability of self-learning to cope with the ever-changing world.
4. To encourage students to face challenges positively and to be well-equipped with discernment and independent thinking.

Physical Education

5. To provide students with multifarious extra-curricular activities to train students' mind and body, to foster team spirit and cooperation and to help students develop their potential.

Social Education

6. To help students understand interpersonal relationships and develop proper community life.
7. To cultivate students' sense of belonging to the school.
8. To help students understand their rights and obligations, form civic and democratic minds, and develop an awareness of our society.
9. To pass on the virtues of Chinese tradition and instill an idea of patriotism and nationalism.
10. To establish good discipline and maintain a simple school ethos.

Aesthetic Education

11. To help students develop their imagination and creativity.
12. To boost students’ interests in and sense of appreciation of fine arts.

Kwok Tak Seng Catholic Secondary School
Annual School Plan
2026/27

Major Targets of the 2026/27

1. **To further provide support and strengthen students' reflective learning habits and engagement in learning**
2. **To cultivate a strategic KTS Value Education and Growth Framework embedded with Catholic Education Core Values**

Major Target 1: To enrich students' reflective learning habits and engagement in learning

Feedback and follow-up actions from the previous school year:

Students have acquired essential reflective learning skills and actively engaged in the use of the school-based Scramble Award platform to set learning targets, formulate plans, and evaluate their progress. Evidence of reflective practices is increasingly observed in students' daily assignments, demonstrating growing ownership of their learning. We will further institutionalize these reflective learning practices to ensure consistency and sustainability across subjects. While some students are able to formulate effective learning strategies independently, others require additional guidance in setting specific and achievable action plans. To enhance precision in reflective learning, we will explore the appropriate use of AI tools to help students analyse their learning weaknesses and generate targeted improvement plans. A focused pilot group in each subject will be established to trial these AI-supported strategies and evaluate their effectiveness. To better cater for learner diversity, the school will progressively introduce the AI-assisted learning agents in the coming years. Teachers will receive further professional development on designing subject-based agents to support personalised learning. More structured sharing sessions will be conducted to strengthen teachers' capacity in AI integration and to promote effective reflective learning practices school-wide.

Target	Implementation Strategy *AI-related initiatives	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1. Further strengthen lesson design and optimise the use of assessment tools to enhance student participation, while developing students' self-monitoring capabilities—including goal setting, planning, evaluation, and tracking of learning progress and language proficiency—and further advancing the precision and impact of reflective	School Level: • *Procure and implement appropriate AI platforms for teachers and students to enhance teaching effectiveness, data analysis, personalised learning, and reflective practices. • Utilise various assessment tools and platforms (e.g. AQP, DSE, TSA, Pre-S1 AT) to provide teachers with comprehensive data for analysis and the implementation of targeted follow-up measures. • Systematically analyse internal assessment data (e.g. Internal Standard Test (S.1 & S.4), DSE Prediction (S.4 & S.5)) across KLAs to monitor	• Most students agree that they have used scrambler awards platform to set targets, have used different learning tools to assist their learning, have reflected on their learning through completing assignments designed by teachers and have used AI tools to consolidate their learning materials, indicated by a score above 4 out of 6 in the School Review Questionnaire.	• Feedback from School Review Questionnaire (SRQ) report, APASO and Stakeholder Survey (SHS) • Observation by teachers • Focused meetings with students • Feedback from the questionnaire designed for the focused group	September 2026 To July 2027	All teaching staff (in KLAs)	• Learning-and-teaching materials • E-learning tools • AI tools • Assessment platforms

learning through diverse strategies, including the appropriate use of AI tools.	students' progress and strengthen their self-monitoring skills, such as categorising question types and identifying specific weakness or skill areas requiring further support. • Foster cross-subject collaboration to strengthen Language across the Curriculum (LAC) and Reading across the Curriculum (RAC) initiatives. • Prepare for the implementation the new Reading Lesson in S1(2027-2028). • Encourage students to make consistent use of the academic tracking system to track academic performance foster effective learning strategies. KLAs Level: • *Further strengthen students' self-management and monitoring skills, including goal-setting, planning, reflection, and progress evaluation. Form focused group to study the effectiveness of integrating the use of AI for personal strength and weakness analysis, and formulation of focused and effective action plans • *Guide and monitor students in using AI tools to	• At least 5% (vs previous year) more students showing confidence, having enjoyment and being able to set their own learning targets in learning on SHS • At least 70% of students in the focused group has engaged in using AI in assisting their reflective learning				

	consolidate knowledge, including creating and maintaining digital notes, organising concepts using AI-generated infographics and organisers, and summarising key learning points. (e.g. Notebook LM) • Promote the effective use of self-access assessment tools and learning platforms (e.g. SPARK, OQB, DFS, digital reading platforms) to enable students to monitor their learning progress and identify strengths and weaknesses to enable adaptive learning. • Adhere to KTSCSS Effective Lesson Guidelines to enhance and monitor lesson quality, student engagement, and learning effectiveness. • Refine and enhance lesson design, and develop subject-based assignments and teaching materials (e.g. post-assessment evaluation tasks, marking rubrics, self- and peer-evaluation forms) to systematically guide students in setting targets, planning improvement strategies, evaluating performance, and monitoring learning progress through continuous reflection. • Interpret public exam data and DSE statistical report to					

	formulate focused learning and teaching materials to enrich the DSE shared folder (DSE corner). Incorporate these materials in daily teaching. • Collaborate with LET to develop LAC-related learning and teaching materials and formulate cross-subject language initiatives (e.g. language-focused assessment criteria, subject-specific vocabulary-building strategies, academic language scaffolding). • Collaborate with LET to strengthen RAC initiatives in order to systematically develop students' reading, writing, presentation, and speaking skills across subjects. Student Level: • Provide resources like self-access assessment tools and platforms (e.g. OQB, DFS, SPARK) to allow students to monitor their learning progress and identify their strengths and weakness. • Provide students in focused group with AI tools for personal strength and weakness analysis, and formulation of focused and effective action plans					

	• Provide students with AI tools (e.g. Notebook LM) to consolidate knowledge, including creating and maintaining digital notes, organising concepts using AI-generated infographics and organisers, and summarising key learning points.					

2. Increase students' participation, confidence, and sense of achievement by addressing learner diversity, while extending the potential of high-performing students through a range of strategies, including the effective and appropriate use of AI tools.	School Level: • Optimise curriculum or foster KLA collaboration to offer gifted-learning elements. (IM, entrepreneurial elements) • Further enhance opportunities for high-calibre students to realise their full potential through well-structured gifted education programmes. • Utilise external resources to coordinate small-group and individualised academic support programmes. • Acquire additional English-speaking helpers to enrich the English speaking atmosphere. • Monitor the integration of CLD elements in lesson planning, assignments, and assessment design. • Coordinate learning activities to enhance student motivation, engagement, and active participation. • Secure additional funding and resources to expand academic scholarships in recognition of students' achievements and efforts. • Identify specific learning needs and allocate appropriate resources to facilitate split-	• 70% of students having participated in inter-school competition expressed in questionnaire that they enjoyed the challenge and have stretched their potential through their participation. • Students at different levels agree that their needs for learning are catered for and that they have enough opportunities to participate indicated by a score above 4 out of 6 in the School Review Questionnaire. • Students agree that they have used learning platform(s) to provide themselves with independent learning opportunities suitable for their abilities indicated by a score above 4 out of 6 in the School Review Questionnaire. • At least 5% more students showing confidence and engagement in learning on SHS.	• Feedback from School Review Questionnaire (SRQ) report, APASO and Stakeholder Survey (SHS) • Observation by teachers • Focused meetings with students • Feedback from the questionnaire designed for the focused group	September 2026 To July 2027	All teaching staff (in KLAs and Committees)	• Learning and teaching materials • E-learning tools • AI tools • Competitions and activities

	class arrangements where necessary. • Provide structured career guidance programmes for high-calibre students to strengthen their aspirations and future planning. • Structure the DSE (Do Something Effective) lessons to engage the low-achievers in personalized learning. KLAs/Committee Level: • *Develop subject-based AI agents to deliver progressive, differentiated, and personalised learning experiences aligned with curriculum objectives and students' learning needs. • *Emphasize Growth Mindset and design subject-based tasks and assessments (with the assistance of AI) that enable lower-achieving students to recognise their progress and experience a sense of accomplishment. (e.g. help corners, graded learning materials) • Incorporate the principles of positive education in the teaching schedule and provide constructive feedback and praises to support students and	• More than 60% of students showing serious attitude towards overcoming learning obstacles. • At least 70% of students in the focused group has engaged in using agents/Gems in assisting their learning				

	enhance their confidence. (e.g. Growth Portfolio) • Organise a variety of engaging learning activities (internal and external competitions) to increase students' motivation and active participation. Provide appropriate challenges for high-achieving students to sustain their interest and engagement. • Adopt diversified teaching strategies and multiple modes of assessment to cater to students of different achievement levels. • Provide targeted academic support for individuals and small groups outside regular lesson time.					
3. Cultivate a collaborative professional culture to transform the school into a professional learning community that supports students' academic growth.	School Level: • *Engage external professional bodies to deliver professional development for teachers and middle managers on usage of AI in learning and teaching. • Provide internal training on questioning techniques • Promote cross-KLA professional development and sharing by optimising the Co-op Programme, with a focus on strengthening questioning techniques, student	• 70% of students agreed that teachers' questions have inspired them to think deeply in SHS • 70% of students expressed in the School Review Questionnaire that they have used different tools in assignments to reflect on their learning	• Feedback from teachers • Assignment inspection • Lesson observation • SHS and SRQ			• External Support (e.g. AI vendors, SBSS) • Sharing session between teachers • Workshops and seminars • Mentorship programme

	engagement in activities and feedback practices. • Conduct systematic assignment inspections to foster students' active learning habits, including goal setting, AI planning improvement strategies, evaluating performance, and monitoring learning progress through continuous reflection. • Provide structured professional development, lesson observations, and a mentorship programme to support the professional growth of new teachers. • Encourage teachers to attend internal AI training and training provided by external organisations (e.g. EDB).					

Major Target 2：To cultivate a strategic KTS Value Education and Growth Framework embedded with Catholic Education Core Values

Feedback and follow-up actions from the previous school year:

Over the previous development cycle, the school cultivated a Positive Education culture and embedded Catholic core values into routine practices through the KTS Growth Framework. We fostered a supportive school ethos by actively recognising students across the campus and equipping them to apply their character strengths, guided by the PERMA model, to pursue a flourishing life. Building on this robust foundation and our strong student support network, our follow-up actions will focus on implementing the utilised KTS Value Education and Growth (VEG) Framework in a six-year cycle. This initiative will seamlessly integrate Catholic core values, EDB's prioritised values, the school motto, and elements of Positive Education. Concurrently, to address evolving societal pressures and promote holistic well-being, we will adopt a whole-school approach to explicitly promote the Mental Health 4R elements (Rest, Relaxation, Relationship, Resilience). Furthermore, by leveraging data from the Student Growth Portfolio, we will conduct deeper analyses to track student well-being and recognise character strengths, enabling early identification and targeted preventive support. We also aim to empower students with advanced leadership and entrepreneurial skills, ultimately enhancing their active engagement and overall achievements to help them lead a flourishing life.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1. **"Embed It, Teach It"** Implementing KTS Value Education and Growth Framework in a six-year cycle **Catholic Core Value** "Family"	● **<u>School Level</u>** ● Spearhead the KTS Value Education and Growth Framework: Seamlessly integrate Catholic core values, national education, Chinese culture and traditions, the school motto, Positive Education, and EDB-prioritised values. Deeply anchor the annual themes within the School Development Plan and Annual School Plan, strategically embedding them into major	• 70% of students demonstrate a understanding of the annual theme (SRQ). • 75% of students and teacher show positive feedback on student support and school ethos. (SHS).	• Feedback from School Review Questionnaire (SRQ) report, APASO and Stakeholder Survey (SHS) • Observation by teachers • Feedback from teaching staff	September 2026 to August 2027	All teaching staff (in KLAs and Committees)	• External Professional bodies • Learning-and teaching materials • Materials for workshops and talks • Evaluation forms for students

PERMA	targets and schemes of work. Empower stakeholders to align with this shared mission, facilitating holistic education that instils moral virtues, strengthens national and cultural identity, cultivates character strengths, fosters a growth mindset, and equips students to navigate life's challenges with resilience. ● Leverage the 40th Anniversary Celebrations: Capitalise on the school's milestone anniversary and its extension activities to engage students in diverse, meaningful experiences. Ensure these events closely align with the 2026/27 annual theme—United in Adversity and Prosperity (Family) + PERMA—fostering a unified and celebratory campus spirit. ● Drive a structured, 6-year framework with specific annual themes to ensure progressive and sustainable student development: ● 2026/27: United in Adversity and Prosperity (Family) + PERMA + Values: Commitment, Filial Piety, and Unity. ● Optimise Value Education and Growth Framework Strategies: Consolidate and refine strategies proposed by Key Learning Areas	• Q-value over 110 for school atmosphere and national identity (APASO). • 70% of student agree that school events foster positive education and enhance their sense of belonging. • 70% of students agree that the campus environment fosters a positive atmosphere. • 70% of students utilize the online Student Growth Portfolio to reflect on their character strengths and health status. • 70% of teachers agree that the shared language of Positive Education integrated into routine practices.	• Reflection from students			

	(KLAs) and the administrative team. Systematically utilise morning assemblies, Class Teacher Periods, and Life-Wide Learning (LWL) lessons as dedicated platforms. ● Infuse Positive Education into Signature School Events: Strategically embed Positive Education principles into major annual activities—such as Information Day/Learning Celebration, Sports Days, leadership training, and extra-curricular activities (ECA)—to foster student engagement and a sense of meaning. Orchestrate memorable whole-school initiatives, including the KTS Positive Vibe Christmas Celebration, Chinese Culture Week, RRoaRR Spirit Month, Talent Show and KTS Olympics to cultivate strong positive relationships. Furthermore, strengthen school connectedness through morale-boosting traditions like the S6 Cheering Activity and Ice Cream Day. ● Cultivate a Shared Language: Establish the principles of Positive Education as a common vocabulary within the school community. Consistently integrate this shared language					

	across all touchpoints, including daily interactions, activity debriefings, academic feedback, student handbooks, and Parents' Days communications. Embed the usage of the Growth Portfolio in Parents' Days on the appreciation of students' character strengths. ● Recognition Platforms: Acknowledge the contributions of student leaders and outstanding achievers through targeted campaigns like the Character Strength Star of the Month and the Active Campus Engagement Competition. Utilise online platforms to amplify praise for positive behaviours and deliver uplifting messages. ● Inaugurate the Patron Saint Statue as a Spiritual Anchor: Unveil the statue of St. John Paul II on campus to serve as a profound spiritual and value education landmark that coincides with our school value system. Convey the school's core Catholic messages of respecting human dignity, embracing hope and forgiveness, and acting with courage, while honouring his profound legacy of empowering young people.					

	Encourage our students, teenagers, as the hope of the future, to pursue their calling with faith, purpose, and fearlessness. ● Enhance the Positive Campus Environment: Strategically display annual thematic messages, posters, and vibrant showcases of student school life across classrooms and school buildings. This visually enriching environment will continuously reinforce the importance of value education, promote positive relationships, and contribute to a joyful, inspiring atmosphere for students. ● Data-Driven Pastoral Support: Harness the further enriched online growth portfolio to consolidate wellbeing statistics and proactively address students' holistic needs. Administering targeted questionnaires to assess mental health, family dynamics, and interpersonal relationships. Analyse the data to identify at-risk individuals early, thereby facilitating timely interventions and personalised support in line with the three-tier model.					

	<u>KLA and Committee Level</u> ● Operationalise KTS Value Education and Growth Framework across the Curriculum: Ensure all KLAs and admin teams systematically embed the KTS Value Education and Growth Framework into their schemes of work, annual plans, and daily teaching and learning processes. Committees will design and deliver curricula that seamlessly integrate Positive Education, Catholic religious teachings, and character strengths through lesson learning, life-wide learning, implementation, service and whole school ethos. ● Execute Experiential Learning and Cross-Curricular Synergy: ● Deliver comprehensive Value Education and Growth strategies through dedicated timetabled periods, including Life-Wide Learning (LWL) lessons across all forms. Foster collaboration between departments and committees to design immersive, experiential activities that deepen students' connection to the annual themes. Utilise diverse and engaging pedagogical approaches—such as interactive workshops, expert seminars, film screenings, and educational	● 70% of KLA/ Committee embed the KTS Value Education and Growth (VEG) Framework into their schemes of work. ● 70% of students agree that the diverse approaches deepen their connection to the school's core values. ● 70% of students are able to apply the taught values and in their academic pursuits, and daily lives.				

	visits—to actively promote holistic value education, positive education and national education.					
2. **Learn It, Live It Out.** Students learn and lead positive lifestyles.	**<u>School level</u>** ● Institutionalise the Mental Health Charter (4R: Resilience, Rest, Relaxation, and Relationship). Anchor the 4R-related elements within the School Development Plan and Annual School Plan, strategically embedding them into major targets and schemes of work. Empower stakeholders to align with this shared mission to facilitate well-being development. ● Launch the newly established LevelMind relaxation room for staff and students: Promote Levelmind as a shared sanctuary for the entire school community. Open to both staff and students, supports the Rest and Relaxation pillars of the Mental Health Charter, providing a safe, calming environment for mental rejuvenation, stress reduction, and emotional regulation, thereby	• 70% of students demonstrate an understanding of the Mental Health Charter (4Rs) and agree that well-being related activities support their health regulations. • Q-value shows improvement in affect and physical exercise (APASO).	• Feedback from teaching staff • Feedback from School Review • Questionnaire (SRQ) report, APASO and Stakeholder Survey (SHS) • Observation by teachers • Reflection from students	September 2026 To July 2027	All teaching staff (in KLAs and Committees)	• External Professional bodies • Learning-and teaching materials Materials for workshops, talks and activities • Evaluation forms for students

	fostering a healthier, more supportive campus culture. ● Promote mental health related information and activities in the morning assembly and class teacher period together with our Positive Education curriculum. ● Foster a Positive Workplace Culture: Support and encourage staff to relieve pressure, promote mental health and well-being, enabling them to serve as positive role models for students. ● Safeguarding Student Support Policies: Review and implement student support policies with a focus on increasing and consolidating positive behaviours to sustain a safe, inclusive, and nurturing campus. Key initiatives include child protection protocols, Mental Health Charter (4Rs), Healthy School Policy, healthy and environmentally friendly lunch agreements, and anti-bullying, anti-racism, anti-sexual harassment, anti-discrimination and other student protection policies. ● Cultivate Student Leadership and Agency: Expand student involvement in the planning and					

	execution of school activities through the “Key To Success (KTS)” Leadership Programme. Nurture future leaders by equipping them with confidence, a profound sense of gratitude, and practical leadership skills. ● Drive Physical Fitness: Launch the KTS Healthy Milestones to encourage students to engage in physical activity. Nurture self-management skills, build physical and mental resilience, and establish lifelong healthy routines through systematically tracking their exercise habits across school cycles. Incorporate AI into PE lessons to empower students to take ownership of their learning — developing the ability to self-direct, self-assess, and cultivate an active and healthy lifestyle.					

	KLAs and Admin Team Level • Initiate Mental Health-related activities: Guide all Key Learning Areas (KLAs) and administrative teams to undertake an exploration. Ensure departments begin embedding the 4Rs (Resilience, Rest, Relaxation, and Relationship) into their schemes of work, annual plans, and daily teaching and learning processes. Committees will design and deliver curricula or activities to foster students' mental well-being.	● 80% of KLA/ committees incorporate 4R-related elements into their annual plans. ● 70% of students agree that enhance their awareness of the 4Rs and equip them with practical strategies to manage stress and build resilience.	`			
	Teacher Level • Cultivate Professional Learning Communities (PLCs): Foster a culture of self-directed professional growth by empowering teachers to actively engage in collaborative PLCs, focus on equipping staff with advanced pedagogical skills, positive classroom management strategies, and specialised knowledge in mental health, values education, and national education.					

	Student Level • Nurture confident and grateful future leaders: empowering students to take the initiative in planning and engaging in school activities, embracing Mental Health 4Rs, Value Education and Growth Framework including PERMA, and VIA character strengths and embodying Catholic education core values, national education, school motto, EDB prioritised value and Chinese culture elements.	● 70% of students display care for others and are more aware of the ways to lead positive lifestyle.				
	Parent level • Strengthen Home-School Partnerships through Parent Education: Offer robust Positive Education courses, mental health promotion, national education and parent education programmes via expert talks, interactive workshops, dedicated websites, and newsletters. Organise experiential events to share the school's common language of well-being, ultimately enhancing the mental health, resilience, and flourishing of both parents and their children.	● 70% of parents who are taking part in workshops and talks show interest in applying positive education strategies in daily interaction with their children.				

	<u>Alumni level</u> • Assist the LP committee in organising Life Planning Day and other opportunities for graduates to connect with our students and share their experiences in the workplace and life. • Collaborate with the 40th Anniversary Promotion Committee to create the alumni sharing website, showcasing Taksengian's store from various aspects in the workplace.	● 70% of alumni taken part agreed with the importance of such events in connecting with the school.				