

- **Major Concern 2:**
To reinforce values education among students so as to enhance their whole person development

<p>Achievements</p>
<p>To reinforce values education among students, our school spared no effort in carrying out programmes to foster a positive mindset in students. A wide range of activities such as short talks, slogan and bookmark design competitions with the theme ‘Acceptance and Harmony’ were held. More than 80% of teachers found the activities effectively nurtured students’ senses of gratitude and acceptance towards others. As observed, students were more able to show their appreciation and to offer help and care for others during lessons and recess. Hence an understanding, accepting and harmonious atmosphere was created in the school campus. Besides, most teachers (85.7%) believed that the slogan design competition enhanced students’ understanding of the importance of reflective thinking as well as reinforced their value-building of core values. It was evidenced by the quality works of the competition and the improvement in students’ attitudes and behaviour. Through teachers’ supportive guidance, students exhibited positive behaviour. Based on teachers’ observations, students showed strong willingness to offer assistance to their fellow schoolmates. The decrease in disciplinary cases this year also reflected the effectiveness of the strategies.</p> <p>Students were exposed to Chinese culture across multiple disciplines as all subject departments had incorporated Chinese culture elements into at least 2 teaching topics. Joggle joints, Chinese embroidery stitches, Cantonese opera, Chinese calligraphy and paper cutting were introduced in lessons and students were encouraged to get to know and appreciate more about the Chinese traditional culture through project works and assignments. As evident from the data collected and the self-reflection in assignments, more than half of the students had a deeper understanding of Chinese culture. Teachers also observed that students’ exposure to Chinese culture had reinforced their sense of national identity as well as their value-building of core values.</p> <p>The school had endeavoured to create a grateful and caring school culture through various programmes and activities. Gratitude-themed short videos were broadcasted on campus in the second term and they helped develop students’ positive attitudes towards others and life. The ‘YOUR BEST 看見你的好’ Programme consisted of activities such as thank you card design competition, thank you card writing and board display, aimed at promoting a culture of gratitude and appreciation. The Programme was proved successful as students took active part in sharing their pleasant experience and expressing appreciation towards friends, teachers and parents. All in all, the school made progress in nurturing an environment characterized by appreciation and kindness. These efforts were crucial in developing a school community that embraces gratitude and empathy.</p>
<p>Reflection</p>
<p>The school devoted effort and energy to nurture positive values in students. The activities and programmes held provided opportunities for students to learn, reflect and share, and had significant impact. Teachers played an important role in implementing these programmes and their involvement contributed to the success. Most teachers believed that the programmes were effective and helped achieve the desired outcomes, showing their commitment and dedication. Their guidance and encouragement of positive behaviour helped create a caring school culture. Besides, students’ active participation, enthusiasm and willingness to learn were also crucial for the achievements.</p> <p>The overall achievement of the programmes might be hindered by the number of participants. For instance, although most students agreed that programmes related to Acceptance and Harmony</p>

were well-organized, the participation rate in Slogan Design Competition and ‘YOUR BEST 看見你的好’ sharing activity was only around 50%. This indicated a need for additional efforts to engage and motivate a larger number of students to actively participate. To address the issue of limited student participation, it is crucial to adopt a broader approach by organizing a more diverse array of activities. By expanding the options available, a wider range of interests could be catered, thereby encouraging a larger number of students to take part in the activities.

In view of our unique operation setting that impedes the organization of special programmes for promoting values education, emphasis could be put on infiltrating core values in subject curricula and classroom learning activities.

Feedback and Follow-up

To address the hindering factors identified, the school could prioritize efforts to boost student engagement and participation across a variety of activities. A recommended strategy is to gather feedback through surveys or focus groups, allowing a better understanding of students’ interests and preferences. Based on this feedback, the school can then design programmes and initiatives that align with the specific needs and desires of the students. It is essential to develop a comprehensive plan that offers a broader range of activities, catering to diverse interests and talents, thus enabling a larger proportion of students to actively participate.

Continuous evaluation and reflection should be an integral part of the follow-up process. The school could regularly assess the effectiveness of implemented programmes and activities, collecting feedback from teachers, students and other relevant stakeholders. This feedback should inform future planning and adjustments to ensure that the school remains responsive to the evolving needs of students.

Values education could be implemented in a more effective way through the classroom learning and teaching and the provision of relevant learning experiences. Subject departments are required to integrate the essential values into the formal curriculum with a view to fostering the whole-person development of students in a wider spectrum.