

- **Major Concern 2:**
To foster students' holistic development by instilling proper values, and promoting their mental and physical well-being

Achievements

The centre has made steady progress in fostering students' holistic development by instilling core values and promoting their mental and physical well-being. This progress is evidenced by feedback from students, teachers, and parents, as well as diverse departmental initiatives.

The emphasis on values education has shown moderate but meaningful success. Over half of the students (55.5%) affirmed that activities such as slogan design competitions—which attracted around 330 entries—and various co-curricular programmes helped instill key values such as national identity, respect, and commitment. These student responses are strongly supported by department-specific efforts. For example, the Visual Arts department organized a “Respect and Commitment” greeting card competition, which garnered about 160 entries. The Design and Technology department introduced ethical project frameworks, while the Music department led sessions focused on cultural security. Collectively, these efforts created consistent, value-oriented learning opportunities. Teacher guidance also played a vital role in fostering community spirit and teamwork, with 61.3% of students recognizing praise and rewards as a driving force behind this development, the highest-rated item among student responses. Teachers echoed these observations, with 71.4% agreeing that short talks on core values delivered during assemblies effectively reinforced these principles in daily life. In fact, all surveyed teachers (100.0%) reported incorporating values into their lessons, and 90.5% observed noticeable improvements in students' conduct and attitude. This alignment between teaching strategies and student development underscores the overall success of the centre's values education initiatives.

Stakeholder surveys confirm the centre's positive impact on resilience and good conduct. Student responses to survey items like “I often complete learning tasks seriously” and “I try my best to overcome learning difficulties” reflect a strong work ethic, perseverance and self-confidence. Centre-based recognition systems such as the “ATEC Star Award,” implemented across departments, have encouraged these behaviors by celebrating student achievement and conduct. The resilience-themed library lessons have further strengthened students' capacity to cope with challenges. The “Gratitude Wall”, which displays encouraging messages written by students, has promoted self-reflection and peer appreciation. Students also reported high levels of teacher support. Notable survey items include “Teachers encourage me to overcome difficulties” and “Teachers provide suggestions to improve”, both of which highlight the nurturing learning environment. Cross-departmental activities, such as the Visual Arts mural project and the Design and Technology bridge design competition, have further reinforced teamwork and resilience. The Design and Technology department's iterative assessment method encourages students to refine their work through repeated feedback, building resilience and problem-solving skills.

Efforts to deepen students' appreciation of Chinese culture have also seen strong engagement. Among students, 59.5% agreed that cultural activities enhanced their understanding and appreciation of Chinese heritage—making it the second-highest rated initiative. Most teachers (95.2%) shared this view, underscoring the widespread impact. Departmental contributions have been integral. The Music department exposed students to Chinese opera and instrumental music, and organized visits to the Hong Kong Heritage Museum. The Technology and Living department led the “Love Our Home, Treasure Our Country” Culinary Week, featuring hands-on activities like Chinese embroidery and cooking iconic dishes such as sticky rice dumplings, Stir Fry E-Fu Noodles, and Shanghai-style stir-fry. Students also learned about Chinese medicine in the context of healthy eating, broadening their cultural understanding. The Design and Technology department facilitated hands-on cultural projects such as mortise-and-tenon joint stool making, rooted in

traditional Chinese woodworking. The Visual Arts department has been particularly proactive, integrating traditional arts like papermaking, seal carving, Chinese calligraphy, painting, engraving workshops, and papercutting into the curriculum. A standout project was the “China Hong Kong Mural Workshop”, which combined elements of both Chinese and Hong Kong heritage, allowing students to explore national identity through collaborative artwork. These initiatives collectively fostered cultural pride and deeper engagement with heritage.

The centre has also built a solid foundation for promoting mental well-being. A large majority of teachers (90.5%) reported improvements in students’ understanding of mental health and emotional regulation. On the student side, 52.9% agreed that broader well-being initiatives, including artistic activities, helped them better manage their emotions. Departmental initiatives support this feedback. The Music department introduced daily 3-minute meditation sessions, while the Technology and Living department adopted mindfulness routines at the start of classes. The Visual Arts department offered blind drawing sessions with calming music, providing students with new ways to achieve emotional balance. Creative projects such as hand-painted apron bags and music box crafting served as therapeutic outlets, helping to build resilience and confidence. The Health and Cleanliness Committee was especially active under the “4Rs Mental Health Charter”, organizing Mental Health Day, 3-minute mindfulness breathing exercises, the “Elite Athlete Sharing” video session, and resilience-themed library lessons. The establishment of a Mental Health Corner in the centre library further enhanced access to supportive resources. These diverse efforts have created a centre-wide environment that prioritizes emotional well-being, resilience, and self-awareness.

Physical well-being initiatives have also delivered robust results. Among students, 55.7% acknowledged that nutrition education and cooking competitions positively influenced their eating habits. Teachers were even more emphatic, with 81.0% observing positive outcomes. The Technology and Living department led many of these efforts, with all teachers (100.0%) endorsing the success of their nutrition-related projects. The department’s “5 Color Action” competition stood out, creatively linking food aesthetics, health education, and traditional Chinese dietary principles. These initiatives not only encouraged healthier eating but also instilled lifelong habits for balanced living. The Cleanliness and Health Education Committee contributed significantly by organizing the “Happy Food Happy Mood” activity, the “Healthy Lunch DIY” Cooking Competition, stretching and relaxation exercises, the “Eat Well, Play Well” reflection activity, the Hot Pot Safety Exhibition, and the “Happy Fruit Month 2025” campaign. Collectively, these programs have promoted physical health and personal responsibility for well-being.

The centre has also focused on staff development to support student wellness effectively. Regular communication of self-care and health resources—including updates from the Department of Health’s Student Health Service and access to the Teachers’ Helpline—ensures staff are informed and supported. Professional development opportunities include mindfulness workshops, horticultural therapy, and relaxation sessions, conducted under the Mental Health Workplace Charter. Staff have also been nominated for specialized mental health training, and collaborations with external groups like the Mental Wellness Association have brought expert-led talks and stress management workshops to the centre community.

Parental feedback reinforces the centre’s holistic success. Parents reported notable improvements in student motivation, with increases in learning interest (+2.4%), initiative (+3.4%), and participation in activities (+4.3%). Particularly strong gains were observed in respect for teachers (+3.4%) and students’ liking of centre (+4.8%). Improvements in discipline (+2.2%) and moral development (+1.6%) also align with the centre’s values-driven mission. Parents further acknowledged the centre’s attentiveness to student development (+1.5%), affirming its commitment to well-being.

Teachers echoed these sentiments, citing notable growth in promoting healthy lifestyles (+8.0%), offering a broad, balanced curriculum (+6.8%), and refining performance assessments (+12.7%). These responses highlight a strong, comprehensive framework for whole-person development, grounded in academic, emotional, physical, and cultural well-being.

Reflection

Co-curricular programmes designed to foster national identity, respect, and commitment have achieved moderate success, with 55.5% of students affirming their effectiveness. Participation in competitions and cultural projects, such as the Slogan Design Competition, highlights the centre's commitment to values education. However, the middling results suggest that more targeted and interactive approaches are needed to deepen students' personal connection to these themes.

Similarly, well-being initiatives, including mindfulness and cultural appreciation activities, have received mixed feedback. Only 48.2% of students agreed that mindfulness practices effectively supported their stress management, ranking this as the lowest among the surveyed initiatives. These results point to an opportunity to refine emotional and mental health programmes, potentially by integrating them more closely with reflective practices already emerging in departments such as Visual Arts and Technology and Living, where structured self-evaluation tools are being developed.

The stakeholder survey results further highlights areas requiring attention. While students acknowledged the centre's positive role in supporting their social development, declines were observed in perceptions of moral development, self-reflection, goal-setting, leisure reading, and application of learning strategies. These trends indicate a need to strengthen interventions that promote character education, intellectual engagement, and self-regulation skills.

Feedback and Follow-up

To continue fostering students' holistic development by instilling strong values and promoting their mental and physical well-being in the coming academic year, a series of focused follow-up actions are recommended.

Firstly, while the centre's values education has made solid progress through co-curricular programmes and departmental initiatives, there is clear potential to deepen students' personal connection to these values. The upcoming year should focus on making values education more interactive and reflective. In particular, values education initiatives—such as slogan competitions, cultural projects, and class-based discussions—should be more explicitly integrated into the curriculum and current social contexts. This alignment will enhance relevance and help students apply these values in real-world contexts. Structured self-reflection sessions linked to existing activities could further enhance students' self-awareness and moral reasoning. Additionally, building on the positive impact of teacher-led guidance and praise, the centre should expand systematic frameworks for recognizing value-driven behaviours. Programmes like the “ATEC Star Award” can be scaled up to include new categories that specifically celebrate perseverance, respect, and ethical conduct.

Secondly, to strengthen engagement in values education, national identity cultivation, and well-being initiatives, more interactive and student-centered approaches are needed. Building on the success of competitions and showcases, the centre could introduce experiential activities such as cultural immersion projects and peer-led well-being initiatives. Embedding mindfulness and emotional literacy more naturally into daily practices — for example, through breathing exercises before peer critiques in Visual Arts or mindful eating in Technology and Living — can create stronger synergies and further build students' mental and emotional resilience. Well-being

ambassador programmes would also provide meaningful platforms for students to take active roles in promoting these values across the centre.

Thirdly, the centre's physical well-being initiatives, such as nutrition education and healthy living projects, have been well received and should be continued with added variety and enhanced opportunities for student leadership. Introducing student ambassador roles in health promotion and organizing peer-led activities on balanced living can help sustain momentum and embed healthy habits more deeply into students' daily lives. At the same time, to address the recent decline in students' perceptions of their moral development, intellectual exploration, and self-management, character education programmes should be revitalized with a clearer focus on self-discipline, goal-setting, and reflective practices. Incorporating regular "Character and Reflection" activities into the curriculum, alongside structured goal-setting exercises and guided reading sessions, can nurture intellectual curiosity and support personal growth. These initiatives should be reinforced with targeted resources that encourage students to apply effective learning strategies consistently across their subjects.

Finally, strengthening communication with parents will be essential in sustaining students' holistic development. Regular, interactive online activities for parents that align home strategies with centre initiatives can ensure consistent reinforcement of values, discipline, and well-being practices. Deepening parent-centre partnerships in this way will help maintain the positive momentum reflected in recent parental feedback while addressing areas where closer collaboration is still needed.