

Queen Elizabeth School

Annual School Plan

2026/27

Major Concern 1 : To nurture students to be self-directed leaders with confidence in learning and a global perspective

Briefly list the feedback and follow-up actions from the previous school year:

- Introduce targeted AI tools to enhance the efficacy of students' active learning strategies and promote cognitive engagement.
- Integrate AI utilities into learning, teaching, and assessment frameworks across key stages and levels.
- Adjust classroom organization by adopting flexible arrangements to promote active student participation and interactive exchange, thus enhancing their confidence and motivation will be targeted in the next cycle. Moreover, suggest to recognize and celebrate the achievements of students in the programs and activities by granting awards, leadership positions and opportunities.
- Regularly evaluate the learning outcomes and adjust learning goals based on the feedback to cultivate students' confidence and acquire self-directed learning skills.
- Empower teachers to adopt innovative pedagogical approaches that promote active student engagement and ownership of the learning process.
- Integrate global perspectives by incorporating more experiential and cross-disciplinary learning opportunities to connect classroom knowledge with real-world applications will be targeted in the next cycle.

Target 1.1 To enhance students' self-directed learning skills

Success Criterion	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required
• Teachers agree that over 60% of the students show improvements in self-directed learning skills • More than 5% of these students are average or low achievers. • APASO 4.1 – 4.4: Q-score show improvements (>112, 112, 107, 92) • APASO 7.3, 7.4: Q-score show improvements (>112, 112)	• Teachers' assessment & observation • APASO 4.1 – 4.4, 7.3, 7.4, 9.1, 9.4 • SHS Students Item 7 • Subject-based statistics • Students' presentation	• Support students in setting personal learning goals each term and reviewing their progress • Organize subject-based and cross-subject learning projects where students independently research, analyze information, and present findings, fostering critical thinking, self-directed learning, and confidence in knowledge application	Whole year	All teachers	
		• Conduct the S1 Adaptation and Bridging Programme during the summer vacation, featuring a variety of activities, talks, visits, and taster lessons led by guidance and counselling teachers, class teachers, and subject teachers. The programme aims to help new S1 students transition smoothly into secondary school, build confidence in self-directed learning, and develop essential academic and social skills • Actively encourage students to use AI tools for note-taking.	1 st term	S.1-3 teachers	

Success Criterion	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required
- APASO 9.1, 9.4: Q-score show improvements (>103, 101) - SHS(S) Item 7 (>60%) - Students show fairly good knowledge of the focus or theme of their research in their sharing / presentation.		- Set up an Assessment Resource Corner as a question bank of sample internal exam papers for S1-S3 students, providing a self-study platform where students can practice exam-style questions independently, refine answering techniques, and build confidence for assessments - Set up a "5**" Corner in the school library, providing high-scoring HKDSE answer scripts as a self-directed learning resource, enabling students to independently analyze exemplary responses, refine answering strategies, boost confidence, and reduce exam anxiety - Implement the High-Flyer Programme – Challenging Question Bank, where academically strong students independently tackle advanced-level questions at their own pace to deepen understanding and enhance exam performance - Refine and improve self-directed learning programmes by enhancing book fairs, writer's talks, and reading initiatives to align with students' interests, strengthening public speaking skills through weekly book-sharing sessions, and promoting online reading and assessment systems—providing students of all academic abilities opportunities to showcase their learning and build confidence	Whole year	- School Library - Student Union - Subject departments	

Target 1.2 To cultivate students' confidence in learning

Success Criterion	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required
- SHS(S) Item 8 (>45%) - APASO 4.1-4.4: (Students' Learning) 75% students are able to set, plan and implement realistic and achievable learning targets based on self-reflection 70% students or above could effectively complete the tasks they set in the beginning of the semester - More than 55% of the students participated actively in different types of learning activities - Students are eager to demonstrate a sense of success and accomplishment	- Students' performance and feedback - Teachers' assessment - SHS Students Items 2, 5, 7, 8, 10, 11, 13, 15 & 22 - SHS Teachers Items 48, 52 & 56 - APASO III (4.1 - 4.4), (7.1 - 7.6), (8.1 - 8.2), (9.1 & 9.4),	- Promote cooperative learning and group work, especially to assist peers who are academically weaker - Establish an award system that promotes progress and improvement - Implement graded exercises and tasks appropriate for different student levels - Implement diversified assignment modes that require applications of AI elements with at least one assignment	Whole year	- KLA coordinators - HODs - Subject teachers concerned	- School funds - EDB grants/ support
		- Set specific, measurable and achievable learning goals - Make regularly reflection on achievements and to modify learning goals	Whole year	- KLA coordinators - HODs - Subject teachers - Class teachers	- School funds - EDB grants/ support
		- Provide various platforms and opportunities to showcase and highlight students' accomplishments both inside and outside the classroom (e.g. speech delivery on stage such as sharing during National Flag Raising ceremony, presentation in English Assembly, subject-based sharing in class, or in LWL activities for non-exam purposes and participation in debating competitions) - Provide more opportunities to average or low achievers to take part in public speaking, LWL activities and competitions - Diversify the assessment criteria to allow for a more comprehensive evaluation of student performance	Whole year	- KLA coordinators - HODs - Subject teachers - English assembly team - Functional teams	- School funds - EDB grants/ support

Target 1.3 To develop students as future leaders with global perspective

Success Criterion	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required
- Active participation: The responsiveness of students, as shown by the number of applications being larger than the number of participants. 70% of students with leadership roles show strengthened leadership abilities 70% of students show broadened global perspectives during lessons and activities - APASO item 14.2-14.3 (global perspective): 85% of students agree or strongly agree on the value of statements, indicating a strong sense of global perspective	- Teacher observations - Student's feedback and self-evaluation - APASO 14.2-14.3	- Provide students with hands-on leadership opportunities to cultivate their sense of responsibility, problem-solving skills, and confidence in enacting positive change within the community. Such opportunities may include: - Serving on house committees - Participating in student union committees - Assuming school prefect roles - Mentoring as big brothers/sisters - Planning extracurricular club events as committee members - Encourage student leaders to incorporate AI elements into promotional and leadership activities	Whole year	Functional teams	- LWL - ECA Fund
		- Further integrate global perspectives, such as "Sustainable Development Goals", into formal and informal curriculum - Conduct international exchange programme at least once a year	Whole year	- KLA coordinators - HODs - Subject teachers - Exchange team - Functional teams	- LWL - ECA fund

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Major Concern 2 : To cultivate students' healthy lifestyle, positive values and ethical use of technology

Briefly list the feedback and follow-up actions from the previous school year:

- **Institutionalizing the 4Rs and Active Lifestyle Planning:** The Day 4 Life Education Programmes (e.g., 'One Class, One Activity', 'Chill Day') were highly successful. Moving forward, the school will shift from passive participation to 'active lifestyle planning,' guiding students to design their own 'My 4Rs Routine' for weekends and holidays.
- **Action-Oriented Value Internalization & Meaningful Reflection:** As 2026/27 is the final year of the current 3-year development plan, the school will transition toward the next cycle's core values. Responding to ESR recommendations for 'Action,' we will heavily emphasize practical application, explicitly adding 'Filial Piety' as a concrete extension of 'Respect for Others', 'Empathy', and 'Benevolence.' To maximize the impact of these experiential and wellness initiatives, structured post-activity de-briefing sessions will be implemented to ensure students deeply process and internalize these positive values and self-care habits.
- **Enhancing Digital Ethics:** Given the excellent response to AI and information literacy workshops, the school will provide more targeted tech training to equip students with critical thinking for responsible digital citizenship.
- **Promoting a Whole-School Reading Culture Infused with Values Education:** To address ESR mandates, an additional reading session will be introduced during the afternoon roll call, with teachers actively role-modeling silent reading alongside students. Furthermore, regular morning assemblies will now serve as a platform for student-led book sharing. By deliberately encouraging students to share reading materials centered on core positive values. This initiative will not only foster a vibrant reading community but also deepen students' moral reflections and seamlessly internalize these essential life values.

Target 2.1 To develop sustainable care practices that support students’ physical and mental well-being

Success Criterion	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required
- Students show an alleviation of negative emotions and a positive sense of well-being. - Students demonstrate the ability to proactively plan and maintain their own healthy lifestyle habits. - Improvements are to be shown in KPM, SHS and APASO.	- Teachers’ observation - Students’ feedback/reflections - KPM - SHS - APASO	- Organize a variety of physical training programmes that strengthen students’ physicality and tenacity. - Organize a variety of programmes that help develop better mental health when facing setbacks and adversities, as well as enhance self-care life skills. - Continue to implement and refine Day 4 Programmes (e.g., ‘One Class, One Activity’, ‘Chill Day’) to alleviate students’ stress and enhance mutual support and bonding. - Shift from passive participation to ‘active lifestyle planning’ by guiding students to design their own ‘My 4Rs Routine’ to be practiced during weekends and school holidays. - Incorporate structured post-activity de-briefing sessions following experiential and wellness initiatives to ensure students deeply process and internalize self-care habits.	Whole year	- Functional Teams - Subject Departments - All teachers - Social workers - PTA	- School fundings - Service providers - NGOs

Target 2.2 To nurture students with positive values (Respect for Others, Empathy, Benevolence, and Filial Piety) and equip them on the ethical and responsible use of technology in the digital world

Success Criterion	Method of Evaluation	Implementation Strategy	Time Scale	Responsible person	Resource Required
- Students show a heightened awareness and action-oriented application of core values, including Filial Piety. - Students exhibit critical thinking and ethical behavior in digital citizenship. - Improvements are to be shown in KPM, SHS and APASO (including reading habit metrics).	- Teachers' observation - Teachers' evaluation - Students' feedback - Students' assignments and post-activity reflections - KPM - SHS - APASO	Strengthen the promotion of positive values through the formal and informal curriculum, explicitly adding 'Filial Piety' as a concrete extension of Respect, Empathy, and Benevolence to emphasize practical, action-oriented application.	Whole year	- Functional Teams - Subject Departments - All teachers - Social workers - PTA	- School fundings - Service providers - NGOs - LWL Fund - Library Fund - PTA Fund
		Implement structured post-activity de-briefing sessions for values education programs to ensure meaningful reflection and internalization.			
		Provide targeted tech training (such as AI and information literacy workshops) to equip students with critical thinking skills for responsible digital citizenship.			
		Promote a Whole-School Reading Culture integrated with Values Education by introducing an additional reading session during the afternoon roll call (with teachers role-modeling silent reading) and utilizing regular morning assemblies as a platform for student-led book sharing. This strategy explicitly leverages curated reading materials to cultivate core positive values.			