

Major Concern 1: Promoting self-directed learning and enhancing learning efficiency			
Targets	Strategies/Tasks	Time Scale	Evaluation
<p>1 Through enhancing learning motivation to promote self-directed learning.</p>	<p>1.1 Implement e-learning to enhance students' learning interest</p> <p>1.2 Promote cross-KLA project-based learning activities to create a collaborative learning atmosphere</p> <p>1.3 Cultivate the correct information literacy attitude towards self-directed learning</p>	Whole Year	<ul style="list-style-type: none"> 1.1 was executed satisfactorily. Subject departments developed online learning platforms to enhance student learning motivation. Observations indicated improved teaching and learning efficiency. The Chinese Department achieved a 100% completion rate for online assignments related to ancient Chinese stories, while 96.2% of Mathematics students found online teaching videos beneficial. The Biology Department created a school-based website, with over 70% of students reporting increased motivation from e-learning materials. The Geography Department utilized e-learning applications to stimulate engagement, catering to diverse learning needs. 1.2 was successfully implemented. The STEAM Department provided ample project-based learning opportunities, including courses on health technology and projects such as Intelligent Rope Skipping and Intelligent Pedometer. A notable 96.9% of participating students reported an increased interest in STEAM subjects. CES introduced project-based learning in S.3 with "I Want to be an Entrepreneur", promoting entrepreneurial spirit, communication skills, and self-directed learning through product design and presentations. 1.3 was effectively executed. CES promoted information literacy and values through project-based learning and co-curricular activities across junior levels. S.1 students were engaged in drama and video presentations on misinformation, while S.2 focused on themes such as cyberbullying, anti-drug abuse, and crime prevention. Outstanding S.1 groups performed in STMGSS' Got Talent to further promote information literacy. Various departments explored the role of media in daily life, encouraging critical analyses of information to avoid biases and misjudgments.
	<p>2.1 Cultivate a culture of "reading to learn" to enhance students' capacity for lifelong learning</p> <p>2.2 Develop students' learning and generic skills to enhance learning efficiency</p> <p>2.3 Strengthen time management methods and techniques to enable students to set learning goals</p>		<ul style="list-style-type: none"> 2.1 was executed effectively. Monthly themed reading periods were organized across various Key Learning Areas (KLAs), with activities such as book-sharing sessions led by teachers and students to promote reading. The impact was enhanced by incorporating extended tasks from different KLAs into lessons. This year, seven KLAs participated in the Book Recommendation Competition, with 96% of students enjoying the recommendation videos, significantly boosting their interest in reading. Statistics from the e-Reading Scheme showed that students had dedicated 866 hours to reading e-books, resulting in over 2,000 downloads. 2.2 was successfully implemented. Students established a consistent note-taking habit with dedicated notebooks for each subject, reflecting their strong performance in assignments. Various departments incorporated collaborative learning and higher-order thinking questions into lessons. Student Development Days included "learning outside the classroom" activities and on-campus learning outcome sharing sessions to enhance students' generic skills. 2.3 was effectively executed. The Discipline, Guidance, CLP, and Academic Committees organized workshops on time management and goal setting. During Parents' Day, students' goals and plans were shared with parents, fostering collaboration among parents, teachers, and students. In the Second Term, students revised their goals and reflected on their progress after the Yearly Examinations, setting summer goals to support ongoing learning.

Major Concern 2: Establishing healthy lifestyles for students and enhancing their resilience towards challenges			
	Strategies/Tasks	Time Scale	Evaluation of MJ2 annual progress
2.1	<p>Cultivate students' physical fitness and good eating habits:</p> <p>a) Implementation of the whole-school physical fitness programme.</p> <p>b) Promotion of healthy eating habits and a balanced diet</p> <p>c) Promotion of students' physical and mental health through "An Art and A Sport for Life Scheme"</p>	Whole Year	<ul style="list-style-type: none"> Item 2.1 was implemented satisfactorily. Regarding (2.1a), the 'Whole-school Physical Fitness Programme' was successfully implemented through various sports taster programmes, e.g. 賽馬會社區排球計劃 – 『共融』樂玩坐式排球體驗, The Jockey Club Kau Sai Chau Great-Fun Junior Golfer Taster Programme (for all S3 students), 「珍寶冷氣」主辦-青少年保齡球訓練班, 「清新大使領袖訓練營」, LEVEL UP ~ 「潛能發展計劃 魔術班」, etc. The survey found that 94.2% of students agreed they had become more aware of physical fitness and their interest in participating in sports regularly was boosted. Regarding (2.1b), through the 'Healthy School Carnival cum Joyful Fruit Day', classroom board design with the theme of healthy diet, 'Healthy Diet Menu Design' by Home Economics Department, and 'My Favorite Fruit Painting' by Visual Art Department, 90.2% of students agreed they had developed healthy eating habits and a balanced diet, and their knowledge about a healthy diet and the importance of building a healthy lifestyle was promoted. Regarding (2.1c), through the 'An Art and a Sport for Life Scheme', over 95% of S1–S3 students joined the school sports teams or participated in the HK Schools Sports Federation competitions, and participated in at least one activity. A positive attitude towards physical fitness and a strong aesthetic atmosphere were enriched and promoted at school.
2.2	<p>Enhance students' immunity to cope with challenges with a positive mindset:</p> <p>a) Arrangement of school-based lectures, morning assembly speeches, and class teacher-sharing classes</p> <p>b) Organization of the 'Failure Week' activities</p> <p>c) Promotion of the 'Healthy Campus Programme' for the whole school to enhance students' positive energy</p>	Whole Year	<ul style="list-style-type: none"> Item 2.2 was implemented satisfactorily. Regarding (2.2a), various school-based lectures, workshops, morning assembly speeches, and class periods have been organized to promote a positive mindset and a healthy school atmosphere. For example, two overseas sports exchange programmes were organized to broaden the school teams' horizons and enhance their abilities to cope with difficulties. Training of 'Guardian Angels', the 'Big Brother Big Sister Programme' – 'Endless Love of Big Brothers and Sisters' – Keep in Touch for S1; 「We Can 青少年情緒健康先鋒計劃」 for S5; the 'Good People Good Deeds Recognition Scheme' – 「好人好事」獎勵計劃 during S1–S3 LWL lessons; Appreciation Week: 'We Gacha Back' 「南官感恩周」; and the 「心靈藝術 體驗班 – 夢想水晶球」 Spiritual Art Experience Class – Dream Crystal Ball for S2, was held. A drama play, awarded Best Script at the HK School Drama Festival, and to be showcased to the whole school at the year-end variety show in July, was produced to echo the '4Rs Mental Health Charter' programme the school had joined this year. The theme of the play conveyed the importance of self-worth, relationships with others and resilience to cope with obstacles. The survey found that 92.3% of students agreed they had developed a positive mindset. Regarding (2.2b), organizing the 'Failure Week' sharing sessions, such as 「賽馬會躍動無界計劃–傷健共融運動工作坊」, 中學運動禁藥講座」, and the Seminar on Healthy School Programme 'Interviews with Celebrities – Skate to the Rainbow' & Skateboarding Experience, with the speaker Mr CHEUNG Hang-Tat (HK Skateboarding Academy Founder), helped enhance students' resilience and teach them how to face challenges and failure. The survey found that 92.3% of students agreed they had become more resilient and willing to accept failure. Regarding (2.2c), through the 'Healthy Campus Programme', various activities have been held, including setting up a 'Chill and Relax Zone' and launching the 'Campus TV Channel', which produced videos promoting 'love and care' and fostering connections among schoolmates. The survey found that 93% of students agreed they were developing positive energy, felt more relaxed, and had better relations with others. All the above programmes have demonstrated significant effectiveness in enhancing students' ability to cope with challenges and promote a positive mindset, thus contributing to a healthy, supportive school environment.