

Tsung Tsin Christian Academy
Annual School Plan 2025-2026

Major Concern I: To empower students to be self-directed learners						
Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
1.1 To develop students' metacognitive skills (planning, monitoring, evaluating).	1.1.1 Facilitate pre-lesson goal setting and post-lesson reflection to strengthen metacognitive thinking. E.g KWL+M, Reflection after Test / Exam.	● Over 70% of students agree that pre-lesson goal setting and post-lesson reflection are effective in enhancing their understanding of the learning objectives and progress.	● Student survey	9/2025-6/2026	● Academic committee ● Subject Coordinators	AdC
	1.1.2 Equip students with effective learning strategies, such as strategic reading, note-taking and mind mapping, to support metacognitive development.	● Over 70% of students agree that learning strategies can enhance their ability to plan, monitor and evaluate their learning processes.	● Student survey	9/2025-6/2026	● Academic committee ● Subject Coordinators	AdC
1.2 To promote the effective tools for self-directed learning	1.2.1 Promote learning tools for self-paced learning, such as online reading scheme, AI in writing, OQB from HKedCity and online self-tests.	● Each subject department successfully implements at least one self-paced learning tool.	● Subject annual review	10/2025-5/2026	● Subject Coordinators	ITDC
		● Over 70% of students agree that the self-paced learning tools can enrich their learning experience.	● Student survey	9/2025-6/2026	● Academic committee	AdC
	1.2.2 Promote Blended Learning.	● Each subject department successfully integrates at least one blended learning activity into the curriculum.	● Subject annual review	9/2025-6/2026	● Subject Coordinators	ITDC

Major Concern II: To cater for learning diversity						
Targets	Strategies / Tasks	Success Criteria	Methods of Evaluation	Time Scale	People Responsible	Resources Required
2.1 To cater diverse learning needs (curriculum)	2.1.1 Progressive streaming in Chinese, English and Mathematics.	● Streaming at different levels can be launched.	● Subject annual review	9/2025-6/2026	● Academic committee	AdC
	2.1.2 Tiered learning materials for different groups of students in Chinese, English and Mathematics are given.	● Adopt different levels of learning materials based on subject characteristics and needs.	● Subject annual review	9/2025-6/2026	● Academic committee	N.A.
2.2 To cater diverse learning needs (assessments)	2.2.1 Tiered assignments for different levels of students are given.	● Over 70% of students agree that differing levels of assignments are coherent with learning targets and can enrich their learning experience.	● Student survey	9/2025-6/2026	● Academic committee ● Subject Coordinators	AdC
	2.2.2 Design different levels of bonus questions in S1-S3 examinations.	● Adopt different levels of bonus questions based on subject characteristics and needs.	● Subject annual review	9/2025-6/2026	● Subject Coordinators	N.A.
	2.2.3 Diversify assignment types with group work, videos, written tasks and creative projects to support various learning styles.	● Over 70% of students agree that diverse assignment types are coherent with learning targets and can enrich their learning experience.	● Student survey	9/2025-6/2026	● Academic committee ● Subject Coordinators	AdC
		● Adopt different assignment types based on subject characteristics and needs.	● Subject annual review	9/2025-6/2026	● Subject Coordinators	N.A.
2.3 To facilitate peer support	2.3.1 Students of different abilities are grouped strategically in class.	● Over 70% of students agree that classroom grouping can help their learning.	● Student survey	9/2025-6/2026	● Academic committee ● Subject Coordinators	AdC
	2.3.2 Students are given more chances to show and explain their good work.	● Over 70% of students agree that they have more chances to show and explain their good work during/after the lessons.	● Student survey	9/2025-6/2026	● Academic committee ● Subject Coordinators	AdC

Major concern 3: To foster values education

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
To engage all stakeholders in the development of values education.	To organize professional development programs that empower teachers to implement values and positive education.	- Shared vision in values education is fostered among teachers and parents - Students' active engagement in student development activities - Parents are able to apply positive parenting principles in daily life	- Evaluation forms of workshops or talks - Students' feedback collected from SDC survey/ APASO	Whole year	Staff Development Committee	School funding
	To strengthen students' positive values by embedding values education in various student development activities collaborated by different committees.				- SDC - Committee heads	
	- To cooperate with school social workers or professional speakers to run talks for parents to help their children to adapt to the challenging learning environment as well as nurture their knowledge of Life and Values Education. - To focus on PTA events on the following domains: (according to EDB Parent Education for High school documents) - Understanding adolescent development; - Promoting the healthy, joyful, and balanced development of adolescents; - Enhancing the physical and mental well-being of parents; - Promoting communication and collaboration between home and school.				- SDC - PTA	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
Teachers can foster students' values and positive attitudes through the learning and teaching of various Key Learning Areas/subjects, the provision of relevant learning experiences and everyday teaching.	To organize academic functions or activities promoting values and positive attitudes.	Teachers are more confident in incorporating values and positive attitudes in formal and informal school settings.	- Feedback from teachers - Scrutiny of documents	Whole year	- AC - Subject coordinators	School funding

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
An inclusive atmosphere which emphasizes mutual respect and understanding is cultivated	To provide in-house training for student leaders to help them develop respect and inclusivity when interacting with diverse peers	70% students find the leadership programmes beneficial.	- Evaluation forms - Teachers' and/or Social Workers' observation	Whole year	- SDC - Committee heads	School funding
	To organize inclusive education activities to promote mutual respect of individual difference among teachers and students	70% students find the sharing beneficial.	- Evaluation forms - Teachers' feedback		SDC	
	To organize in-house teachers' training or sharing and relevant SEN professional development courses/ seminars/ workshops for teachers to enhance teachers' understanding of SEN students	70% teachers find the activities useful and are informed of the relevant SEN training courses available.	- Evaluation forms - Teachers' feedback		- CSENC - Staff development committee	