

ANNUAL SCHOOL PLAN 2024/25

Major Concern : Inspire students' innovation through enlightening STEAM-related activities

STEAM 教育活動－激發學生發揮創意潛能

Feedback and follow-up actions from the previous school year:

Feedback: Students have shown potential in STEAM education, particularly in Innovation and Technology (I&T), but more targeted support should be provided.

Follow-Up Actions: Incorporate more learning elements of innovation and technology (I&T) and provide continuous training for STEAM coaches.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1 Incorporate more learning elements of innovation and technology (I&T) into various subjects	a. Strengthen the knowledge foundation in Science, Technology Visual Arts [VA] (including Integrated Arts[IA]), and Mathematics b. Utilise subject-based and cross-subject learning and teaching resource materials to enhance students' universal learning of innovation and technology (I&T) c. Organise or arrange students to participate in quality STEAM learning activities (school-based pull-out programmes)	One-third of the subject panels have conducted cross-curricular projects incorporating STEAM elements	<ul style="list-style-type: none"> • Surveys • Deliverables (assignments, projects, competitions, etc.) • Students' participation in STEAM-related training and competitions • Prizes and awards obtained • Annual reports 	Sep 24 – Aug 25	<u>Lau YK</u> <ul style="list-style-type: none"> • STEAM teachers • Subject panel heads 	<ul style="list-style-type: none"> • External resources • LWL Grant • Alumni network • Local tertiary institutes

1.2 Cultivate a conducive atmosphere for learning Science, Technology, Visual Arts, Mathematics, and innovation & technology (I&T)	Organise STEAM Days for junior form students with due emphasis on I&T	70% of students find their inspiration ignited and interest sparked by STEAM Day activities	<ul style="list-style-type: none"> • Surveys • Evaluation reports • Feedback from participants 	Sep 24 – Aug 25	<u>Lau YK</u> <ul style="list-style-type: none"> • STEAM teachers 	<ul style="list-style-type: none"> • External resources • LWL Grant
1.3 Identify and nurture students with potential in STEAM as innovators and coaches	<p>a. STEAM Innovators are identified and trained as coaches for other students</p> <p>b. Engage STEAM innovators to provide quality learning experiences in STEAM exploration for primary and secondary students</p> <p>c. Arrange STEAM innovators to participate in STEAM exhibitions locally, nationally, and globally</p>	STEAM innovators and coaches are involved in at least one STEAM-related exhibitions and exchange programmes	<ul style="list-style-type: none"> • Surveys • Feedback from STEAM innovators and coaches 	Sep 24 – Aug 25	<u>Lau YK</u> <ul style="list-style-type: none"> • STEAM teachers 	<ul style="list-style-type: none"> • External resources • LWL Grant

2. Major Concern : Foster a vibrant reading culture with enhanced cross-curricular collaboration 跨科組協作－促進閱讀文化

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.1 Enhance students' reading habits through interdisciplinary collaboration	a. Optimise the structure of the Reading Across Curriculum (RAC) Promotion Group comprising administrators, subject and committee representatives dedicated to promoting reading across different disciplines b. Devise interdisciplinary projects and activities that incorporate reading and information literacy to facilitate the practical applications of reading in real-life contexts c. Engage students in meaningful reading experiences through inter-disciplinary collaboration	<ul style="list-style-type: none"> At least one-third of the subjects organise one cross-curricular project 	<ul style="list-style-type: none"> Teachers Comments Surveys Annual plan & Evaluation reports Deliverables (e.g. book sharing, board displays) 	Sep. 24 – Aug. 25	Ma W.L. Reading Across Curriculum (RAC) Promotion Group	<ul style="list-style-type: none"> Promotion of Reading Grant LWL Grant External resources

2.2 Empower students as engaged learners and avid readers	a. Cultivate and enhance students' interests and sense of ownership of learning through enlightening reading experiences	<ul style="list-style-type: none"> • 10% of F. 4 and F. 5 students participate in the Reading Ambassador Scheme to promote reading in the junior forms • 50 book review videos created by students • 10% increase in book borrowing rate 	<ul style="list-style-type: none"> • Attendance records of students in Reading Ambassador Scheme • Deliverables (e.g. book sharing, board displays) • Feedback from students and teachers concerned 	Sep. 24 – Aug. 25	<u>Ma W.L.</u> <ul style="list-style-type: none"> • Reading Across Curriculum (RAC) Promotion Group • IT Committee 	<ul style="list-style-type: none"> • Promotion of Reading Grant • LWL Grant • External Resources
	b. Motivate students' reading incentive through book review videos			Sep.24 – Aug.25		
2.3 Implement effective strategies to cultivate a vibrant reading culture	c. Engage students to share reading experiences through meaningful online and offline activities					
	a. Conduct reading promotion campaigns to create a buzz around reading and generate excitement among student	<ul style="list-style-type: none"> • 70% of students have expressed an increased interest in reading • 60 % of students have a regular habit of leisure reading outside class 	<ul style="list-style-type: none"> • Surveys conducted among students • Feedback from students and teachers concerned 	Sep. 24 – Aug. 25	<u>Ma W.L.</u> <ul style="list-style-type: none"> • Reading Across Curriculum (RAC) Promotion Group 	<ul style="list-style-type: none"> • Promotion of Reading Grant • CFEG • External resources
	b. Refurnish existing and establish new facilities to create more reading spaces and provide students with a conducive learning environment					

3. Major Concern: Enable students to develop life-long learning capabilities through experiential learning

體驗式學習－提升終身學習能力

Feedback and follow-up actions from the previous school year:

- a. After the COVID-19 pandemic, sports and arts activities planned by different committees, panels and ECA clubs and societies resumed. Most students enjoyed participating in physical and aesthetic activities in the last School Development Cycle (2021-2024).
- b. School teams excelled in great achievements in the last School Development Cycle, including Volleyball Team, Football Team, Long-distance Running Team, Orienteering Team, Drama Club, Dance Club, Choir, Orchestra, Debate Team, Prose-reading and Public-speaking Team, etc. Training with a higher qualification should be provided for team members.
- c. The number of students involved in voluntary services was increasing, both quantitatively and qualitatively, in the last School Development Cycle. The Voluntary Service Committee was established to coordinate voluntary service work and service-learning opportunities for students throughout their secondary studies.
- d. Based on the feedback of the External School Review in the year 2023-2024, a good variety of life-wide learning activities were provided to enrich and extend students' learning experiences. To further enhance students' deep learning, it was suggested the school encourage students to reflect on what they have gained from the activities, such as reviewing the values, attitudes, and generic skills acquired through the activities.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.1 Enrich and extend learning in subjects and cross-curricular studies in order to acquire and construct a broad and solid foundation of knowledge	a. Provide experiential learning experiences for students (e.g. cross-curricular projects, visits, field trips, etc.) to broaden their knowledge in different subjects and nurture skills for the future world	<ul style="list-style-type: none"> 60% of students participate in experiential learning activities outside school 70% of students gain interest in learning through experiential learning experiences from various subjects 	<ul style="list-style-type: none"> APASO Stakeholder Survey KPM 12 Summary of Project Work Annual reports of subject panels 	Sep. 24 – Aug. 25	<u>Shek T.</u> <ul style="list-style-type: none"> Academic Affairs Committee Subject panel heads 	<ul style="list-style-type: none"> External resources LWL Grant One-off Grant for Promotion of Chinese Culture Immersion Activities
	b. Organise mainland and overseas cross-curricular study trips to deepen participants' understanding of contemporary national and global issues	<ul style="list-style-type: none"> 20% of students participate in mainland or overseas study trips Students have their knowledge base broadened and consolidated, being able to understand contemporary issues that may impact on their daily lives at personal, community, national and global levels 	<ul style="list-style-type: none"> Reflective journal of senior form students Deliverables (e.g. presentations, board displays, etc.) 	Sep. 24 – Aug. 25	<u>Wong K.W.</u> <ul style="list-style-type: none"> Life-wide Learning Team Citizenship and Social Development panel English panel Sister School Scheme coordinator Subject panel or committee heads concerned 	<ul style="list-style-type: none"> External resources LWL Grant One-off Grant for Promotion of Chinese Culture Immersion Activities
	c. Empower students to have greater self-awareness and make insightful reflections after participating in experiential learning activities	<ul style="list-style-type: none"> Students can appreciate Chinese culture and cultures of different nationalities 		Sep. 24 – Aug. 25	<u>Wong K.W.</u> <ul style="list-style-type: none"> Life-wide Learning Team OLE and SLP Team 	<ul style="list-style-type: none"> External resources LWL Grant

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.2 Provide quality physical and aesthetics education beyond the classroom to help them establish a healthy and balanced lifestyle	a. Engage students to lead a healthy lifestyle with active participation in physical and aesthetic activities	<ul style="list-style-type: none"> Students actively engage in and express a strong interest in participating in the physical and aesthetic activities provided 70% of students express a willingness to participate in physical and aesthetic activities in the future 	<ul style="list-style-type: none"> APASO KPM 21, 24, 25 Stakeholder Survey School-based OLE survey Results of inter-school sports and aesthetic-related competitions Reports of ECA clubs Deliverables (e.g. presentations, board displays, etc.) 	Sep. 24 – Aug. 25	<u>Wong K.W.</u> <ul style="list-style-type: none"> Extra-Curricular Activities Committee P.E. panel Visual Arts panel Music panel Life-wide Learning Team 	<ul style="list-style-type: none"> External resources LWL Grant One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools
	b. Refurnish school infrastructure to create spaces that foster physical and aesthetic pursuits	<ul style="list-style-type: none"> Students have developed healthy living habits and a positive outlook to deal with adversity 		Sep. 24 – Aug. 25	<u>Principal</u> <ul style="list-style-type: none"> Vice-Principals School Resources Committee Extra-Curricular Activities Committee 	<ul style="list-style-type: none"> External resources CFEG One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.3 Engage students in career-related experiences and community services to nurture their lifelong interest, habits and personal career planning	a. Offer service-learning opportunities locally, nationally or globally for students to nurture their values of benevolence, commitment, and empathy	<ul style="list-style-type: none"> Students have gained a wider scope of knowledge from the organised talks, visits or trips, internship related to service learning experiences Students have developed a greater appreciation for positive values and attitudes such as benevolence, commitment, and empathy 	<ul style="list-style-type: none"> APASO Stakeholder Survey School-based voluntary service survey Questionnaires conducted among participants in leadership or star-grooming activities Reflective journal of senior form students Deliverables (e.g. presentations, board displays, etc.) Oral feedback from social workers, alumni, and teachers responsible 	Sep. 24 – Aug. 25	<u>Lam C.K.</u> <ul style="list-style-type: none"> Voluntary Service Committee Student Counselling Committee Life Education Committee 	<ul style="list-style-type: none"> External resources Social workers LWL Grant
	b. Provide workplace visits or internship programmes to help students make informed choices for career and life planning	<ul style="list-style-type: none"> 20% of Form 4 and Form 5 students participate in workplace visits or internship programmes Students have empowered their leadership skills by leadership programmes offered 		Sep. 24 – Aug. 25	<u>Lam K.S.</u> <ul style="list-style-type: none"> Career and Life Planning Committee Subject panel heads 	<ul style="list-style-type: none"> External resources Alumni network LWL Grant
	c. Explore and enhance students' leadership capabilities with customised programmes			Sep. 24 – Aug. 25	<u>Wong K.W.</u> <ul style="list-style-type: none"> Extra-Curricular Activities Committee Star Groomers' Team 	<ul style="list-style-type: none"> External resources Social workers LWL Grant