

ANNUAL SCHOOL PLAN 2025/26

1. 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	<p>a. Strengthen the knowledge foundation in Science, Technology, Visual Arts [VA] (including Integrated Arts[IA]), and Mathematics</p> <p>b. Utilise subject-based and cross-subject learning and teaching resource materials to enhance students' universal learning of innovation and technology (I&T)</p> <p>c. Organise or arrange students to participate in quality STEAM learning activities (school-based pull-out programmes)</p>	<p>One-third of the subject panels have conducted cross-curricular projects incorporating STEAM elements</p> <p>Learning materials of the foundation skills of aviation have been developed</p>	<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 25 – Aug 26	<p><u>Lau YK</u></p> <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

<p>1.2 Cultivate a conducive atmosphere for learning Science, Technology, Visual Arts, Mathematics, and innovation & technology (I&T)</p>	<p>a. Organise STEAM Days for junior form students with due emphasis on I&T</p> <p>b. Utilise and optimise the school facilities to stretch students' innovation and creativity [Implement the QEF project : <i>Learning STEAM Aeronautical Knowledge through Immersive Experience</i>]</p>	<p>70% of students have their inspiration ignited and interest sparked by STEAM Day activities</p> <p>Aviation training is provided to the students</p>	<ul style="list-style-type: none"> • Surveys • Evaluation reports • Feedback from participants 	<p>Sep 25 – Aug 26</p>	<p><u>Lau YK</u></p> <ul style="list-style-type: none"> • STEAM teachers 	<ul style="list-style-type: none"> • External resources • LWL Grant
<p>1.3 Identify and nurture students with potential in STEAM as innovators and coaches</p>	<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>	<p>STEAM innovators and coaches are involved in at least one STEAM-related exhibition and exchange programme</p>	<ul style="list-style-type: none"> • Surveys • Feedback from STEAM innovators and coaches 	<p>Sep 25 – Aug 26</p>	<p><u>Lau YK</u></p> <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

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

Feedback:

Students showed interest in the reading promotion initiatives last year. The diversity of activities ignited students' enthusiasm for reading. However, there has not been a significant increase in the number of books borrowed at the school library. Limited available slots for certain activities and tight school schedules sometimes hindered students' participation. Further support is needed to promote extended reading beyond the classroom.

Follow-up Actions:

More efforts will be made to expand the scope of reading promotion next year by engaging parents and collaborating with all subject groups. Multimedia resources will be utilized to sustain the momentum and increase the variety of reading activities with a view to developing a more vibrant reading culture on campus.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.1 Enhance students' reading habit through interdisciplinary collaboration	a. Devise interdisciplinary projects and activities that incorporate reading and information literacy to facilitate the practical applications of reading in real-life contexts b. Engage students in meaningful reading experiences through interdisciplinary collaboration	One-third of the subjects organize/participate in one cross-curricular reading project	<ul style="list-style-type: none"> • Annual plans • Evaluation reports • Feedback from students and teachers Deliverables (e.g. project work, board displays, written reflections of students, etc.)	Sep. 25 – Aug. 26	<u>Ma W.L.</u> <ul style="list-style-type: none"> • Student Librarians • Reading Across Curriculum (RAC) Promotion Group • Subject panel heads 	<ul style="list-style-type: none"> • Promotion of Reading Grant • Library Grant • Alumni network

<p>2.2 Empower students as engaged learners and avid readers</p>	<p>a. Cultivate and enhance students' interests and sense of ownership of learning through enlightening reading experiences</p> <p>b. Motivate students' reading incentive through video book reviews</p> <p>c. Engage students to share reading experiences through meaningful online and offline activities</p>	<ul style="list-style-type: none"> • 10% increase in book borrowing rate • 20 students borrow books from Book Cart per week • Deliverables (50 book review videos created by students) 	<ul style="list-style-type: none"> • Stakeholder Survey • Feedback from students & teachers 	<p>Nov. 25 – May 26</p>	<p><u>Ma W.L.</u></p> <ul style="list-style-type: none"> • Student Librarians • Reading Across Curriculum (RAC) Promotion Group 	<ul style="list-style-type: none"> • Promotion of Reading Grant • Library Grant • Alumni network
<p>2.3 Implement effective strategies to cultivate a vibrant reading culture</p>	<p>a. Conduct reading promotion campaigns to create a buzz around reading and generate excitement among students</p> <p>b. Refurnish and establish new facilities to create more reading spaces and provide students with a conducive learning environment</p> <p>c. Empower parents to be their children's reading partners</p>	<ul style="list-style-type: none"> • A reading promotion incentive competition is held once a year to inspire active student engagement • Parents expressing an increase in confidence as their children's reading partners 	<ul style="list-style-type: none"> • Deliverable (Creative Ark created) • Feedback from students, teachers and parents 	<p>Apr. 26</p>	<p><u>Ma W.L.</u></p> <ul style="list-style-type: none"> • Student Librarians • Reading Across Curriculum (RAC) Promotion Group 	<ul style="list-style-type: none"> • Promotion of Reading Grant • Library Grant • Alumni network

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:

- Subject panels and committees have been offering numerous experiential learning opportunities for our students beyond the classroom. These include field trips, visits, and cross-curricular projects, all designed to expand their knowledge in various subjects and develop their skills for the future. Teachers have also been trained in debriefing techniques to enhance the learning experience during and after these activities. It is recommended that panels and committees continue to organise diverse activities in the upcoming years.
- Various subject panels and committees have shown great enthusiasm in organising study trips outside Hong Kong, both in the mainland and overseas, providing exceptional learning experiences for our students. These panels include Biology, Chinese, Chinese Literature, Chinese History, Civic and Social Development, English, History, Physical Education, Science, Library Committee, Religious Affairs Committee, STEAM Education Committee, and Sister School Scheme. In the year 2024-2025, ten study trips were arranged for F.2 to F.5 students. Other panels and committees are encouraged to plan additional study trips with varied themes in the next academic year.
- Our school teams achieved remarkable success in the year 2024-2025, including the Volleyball Team, Swimming Team, Long-distance Running Team, Orienteering Team, Chinese Drama Club, English Drama Club, Dance Club, Choir, School Orchestra, Chinese Debate Club, English Debate Team, Scrabble Team, and English Speaking Club. To further enhance their skills, it is essential to provide more facilities, tutors, and training sessions for the team members.
- The Leadership Framework, known as the “SKHTSTSS Leadership Cradle,” was established in the previous academic year. Our students' leadership skills were nurtured through structured workshops and programmes from F.1 to F.5.
- The first “Workplace Experience Day” organised by the CLP Committee for our F.4 students was a valuable experience. Most students gained insights into workplace skills and attitudes, preparing them for their future studies. The Day will be extended to both F.4 and F.5 in the year 2025-2026. Some students will have the opportunity to visit workplaces in the Greater Bay Area as part of the “Greater Bay Area Career Exploration Tours” Scheme organised by the EDB.
- The number of students involved in voluntary services has been increasing both quantitatively and qualitatively. Since the F.3 service-learning project and Service Day have been running for over five years with similar content, the project will be restructured in the year 2025-2026. There is still an inadequate number of F.1 and F.2 students participating in volunteer work. More voluntary service opportunities will be provided for our junior form students.
- In conclusion, the experiential learning opportunities provided in the last academic year have significantly enriched our students' educational journey. The diverse range of activities, from study trips and field visits to cross-curricular projects and leadership programmes, have not only broadened their knowledge but also honed their skills for future endeavors. The success of our school teams and the positive feedback from the “Workplace Experience Day” highlight the effectiveness of these initiatives. However, there is room for improvement, particularly in increasing voluntary service participation among junior students and diversifying the content of long-standing projects. Overall, these experiences have laid a strong foundation for our students' holistic development, and we look forward to building on this success in the coming years.

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"> 70% of students participate in experiential learning activities outside school 75% of students gain interest in learning through experiential learning experiences from various subjects 30% of students participate in mainland or overseas study trips 	<ul style="list-style-type: none"> APASO Stakeholder Survey KPM 12 Summary of Project Work Annual reports of subject panels Reflective journal of senior form students 	Sep. 25 – Aug. 26	<p><u>Shek T.</u></p> <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"> 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"> Deliverables (e.g. presentations, board displays, etc.) 	Sep. 25 – Aug. 26	<p><u>Wong K.W.</u></p> <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. 25 – Aug. 26	<p><u>Wong K.W.</u></p> <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 students 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 • 80% of students express a willingness to participate in physical and aesthetic activities in the future • Students have developed healthy living habits and a positive outlook to deal with adversity 	<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. 25 – Aug. 26	<p style="text-align: center;"><u>Wong K.W.</u></p> <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			Sep. 25 – Aug. 26	<p style="text-align: center;"><u>Principal</u></p> <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, internships related to service learning experiences • Students have developed a greater appreciation for positive values and attitudes such as benevolence, commitment, and empathy • 30% of Form 4 and Form 5 students participate in workplace visits or internship programmes • Students have empowered their leadership skills by leadership programmes offered 	<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 journals of senior form students • Deliverables (e.g. presentations, board displays, etc.) • Oral feedback from social workers, alumni, and teachers in charge 	Sep. 25 – Aug. 26	<p style="text-align: center;"><u>Ma W.L.</u></p> <ul style="list-style-type: none"> • Voluntary Service Committee • Student Counselling Committee • Life Education Committee • Life-wide Learning Team / 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			Sep. 25 – Aug. 26	<p style="text-align: center;"><u>Lam K.S.</u></p> <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. 25 – Aug. 26	<p style="text-align: center;"><u>Wong K.W.</u></p> <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