S.K.H. Tsang Shiu Tim Secondary School
Annual School Plan (2026 – 2027)

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:

In 2025/26, key targets were successfully achieved: target subject panels developed cross-curricular innovation and technology (I&T) and aviation learning materials, junior form STEAM Days and QEF aeronautical experiences effectively engaged students, and STEAM Innovators were trained as peer coaches for local and global platforms.

Follow-up Actions:

In 2026/27, follow-up actions will focus on deepening student learning outcomes across subjects, integrating AI and interactive technologies into STEAM Days and classroom teaching, empowering student coaches to organise exhibitions, and curating elite student projects for the upcoming 50th Anniversary in 2028.

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)	33% of the students agree that they have gained a deeper understanding of the scientific and innovative concepts in various subject curricula through the projects, presentations or competitions	• Evaluation surveys • Annual reports	Sep. 26 – Aug. 27	**Lau Y.K.** • STEAM teachers	• External resources • Life-wide Learning and Sister School Grant (LWLSSG)

	d. Prepare and practise "AI for Empowering Learning and Teaching" activities in classes across various subjects e. Conduct open classes and host a sharing session on Staff Development Day to disseminate AI teaching practices	50% of the teachers involved show increased confidence in leveraging AI tools for differentiated lesson design and formative assessment 50% of the students involved show consistent engagement in utilising AI tools in their studies 50% of the students demonstrate an understanding of the importance of digital literacy	• Lesson observations • Evaluation surveys • Teaching materials/deliverables • Annual reports	Sep. 26 – Aug. 27	**Shek T.** • Subject panel heads concerned	• External resources
1.2 Cultivate a conducive atmosphere for learning Science, Technology, Visual Arts [VA] (including Integrated Arts [IA]), Mathematics, and innovation & technology (I&T)	a. Organise STEAM Days for junior form students with a renewed emphasis on AI applications and/or interactive technologies b. Utilise and optimise the school facilities to stretch students' innovation and creativity [Implement the QEF project : *Learning STEAM Aeronautical Knowledge through Immersive Experience*]	Positive feedback gathered from STEAM Day participants indicating ignited inspiration 70% of the participants have been inspired to think creatively and explore innovative solutions to problems	• Evaluation surveys • Evaluation reports • Feedback from participants	Sep. 26 – Aug. 27	**Lau Y.K.** • STEAM teachers	• External resources • LWLSSG

1.3 Identify and nurture students with potential in STEAM as innovators and coaches	a. STEAM Innovators are identified and trained as coaches for other students b. Engage STEAM innovators to provide quality learning experiences in STEAM exploration for primary and secondary students c. Begin curating elite student projects in preparation for the "Demonstration of learning outcomes" for the upcoming 50th Anniversary in 2028	One STEAM-related exhibition is organised by STEAM innovators and coaches One preliminary portfolio of anniversary demonstration projects is established	• Evaluation surveys • Feedback from STEAM innovators and coaches	Sep. 26 – Aug. 27	**Lau Y.K.** • STEAM teachers	• External resources • LWLSSG

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

Feedback and follow-up actions from the previous school year:
Feedback:
Students enjoyed diverse reading promotion activities (celebrity talks, Reading Week booths, reading ambassadors' sharing). Participation was less enthusiastic compared to the previous year, especially in booth games/exhibitions held during recess or after school. Tight academic schedules limited student engagement. Library borrowing rates did not show significant growth.

Follow-up Actions:
In 2026/27, follow-up actions will focus on expanding reading promotion formats by engaging alumni, parents, and subject groups, sustaining systematic collection of feedback from students, teachers, and parents through surveys and focus groups for designing activities that better match students' interests, strengthening both online and offline reading initiatives to sustain momentum and exploring new interdisciplinary and international collaboration opportunities.

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 digital 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 subjects organise/participate in cross-curricular reading	• Feedback from students and teachers • Project deliverables (board displays, reflections, etc.)	Sep. 26 – Aug. 27	**<u>Ma W.L.</u>** • Student librarians • Reading across the Curriculum (RaC) Promotion Group • Subject panel heads	• Promotion of Reading Grant • Library Grant • Parent-Teacher Association

2.2 Empower students as engaged learners and avid readers	a. Cultivate and enhance students' interest and sense of ownership of learning through enlightening reading experiences b. Motivate students' reading incentive through book review videos c. Engage students to share reading experiences through meaningful online and offline activities d. Introduce "Book Review Shorts" (student-created 5-6-minute video reviews) e. Pilot "Book Cart Challenge" with monthly thematic selections	15% increase in book borrowing rate 60 student-created book review videos produced 25 students borrow books from Book Cart per week	• Stakeholder survey • Feedback from students and teachers	Nov. 26 – May 27	**<u>Ma W.L.</u>** • Student librarians • Reading across the Curriculum (RaC) Promotion Group	• Promotion of Reading Grant • Library Grant

2.3 Implement effective strategies to cultivate a vibrant reading culture	a. Conduct reading promotion campaigns to create a buzz around reading and generate excitement among students b. Refurnish existing and establish new facilities to create more reading spaces and provide students with a conducive learning environment c. Empower parents to be their children's reading partners d. Invite subject groups to design cross-disciplinary reading exchange tours beyond Hong Kong	One annual reading incentive competition is held Parents report increased confidence as reading partners One cross-curricular international reading exchange tour is organised	• Creative Ark 2.0 established • Feedback from students, teachers and parents • Participation records of reading activities • Feedback from participants of international reading exchange tour	Dec. 26 – May 27	**<u>Ma W.L.</u>** • Student librarians • Reading across the Curriculum (RaC) Promotion Group	• Promotion of Reading Grant • Library Grant • P.T.A.

3. Major Concern: <u>Enable students to develop life-long learning capabilities through experiential learning</u>
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 provided a wide range of experiential learning opportunities beyond the classroom, including field trips, visits and cross-curricular projects. These activities helped broaden students' subject knowledge and develop future-oriented skills. Panels and committees are encouraged to continue organising diverse experiential learning activities in the coming years.
- Various subject panels and committees actively organised study trips to the Mainland and overseas, offering students valuable learning experiences beyond Hong Kong. Participating panels included Chinese, Chinese Literature, Chinese History, Citizenship and Social Development, English, Science, Visual Arts, the Library Committee, the Career and Life Planning (CLP) Committee, the Student Counselling Committee, the Voluntary Service Committee, the Life-wide Learning Team, the STEAM Education Team and the Sister School Scheme. In 2025-2026, ten study trips were arranged for F.1 to F.5 students. Other panels and committees are encouraged to plan further study trips with different themes in the next academic year.
- Our school teams achieved remarkable results in 2025–2026, including the Football Team (Boys), Handball Team (Boys), Swimming Team, Long-distance Running Team, Orienteering Team, Chinese Drama Club, English Drama Club, Dance Club, Choir, School Orchestra, String Orchestra, English Debate Team, Scrabble Team and English Speaking Club. To further strengthen students' performance and development, more facilities, tutors and training sessions should be provided for team members.
- The Leadership Framework, "SKHTSTSS Leadership Cradle," was implemented consistently. Students' leadership skills were developed through structured workshops and programmes from F.1 to F.5. Based on teachers' and social workers' observations and feedback, the leadership skills of F.1 and F.2 students need further strengthening, particularly in team spirit, collaboration and communication. These skills are essential as students prepare to take up key posts, serve the school and contribute to the Golden Jubilee Anniversary in the following academic years.
- The "Workplace Experience Day" organised by the CLP Committee was extended to F.5 students, giving both F.4 and F.5 students valuable exposure to the workplace. Most students gained a better understanding of workplace skills and attitudes, supporting their preparation for future studies and career planning. Some students also visited workplaces in Jiangmen in the Greater Bay Area through the Education Bureau's "Greater Bay Area Career Exploration Tours" Scheme. The "Workplace Experience Day" will continue to provide opportunities for our senior form students.
- Student participation in voluntary services has increased in both quantity and quality. This year, the F.3 service-learning project and Service Day were restructured to include four service-learning workshops and one half-day visit to an elderly home. Most students gained meaningful experience and deeper learning through serving the elderly. However, participation among F.1 and F.2 students remains insufficient. More voluntary service opportunities will be provided for junior form students in the coming academic year.
- In conclusion, the experiential learning opportunities offered in the last academic year significantly enriched students' learning experiences. Activities such as study trips, field visits, cross-curricular projects and leadership programmes broadened students' knowledge and strengthened skills essential for future development. Further improvement is needed in increasing junior students' participation in voluntary service and diversifying long-standing projects. Overall, these experiences have laid a strong foundation for students' holistic development, and the school will continue to build on this progress 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	• 80% of students participate in experiential learning activities outside school • 85% of students gain interest in learning through experiential learning experiences from various subjects • 30% 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 • Students can appreciate Chinese culture and cultures of different nationalities	• APASO • Stakeholder survey • KPM 12 • Summary of Project Work • Annual reports of subject panels • Deliverables (e.g. presentations, board displays, etc.)	Sep. 26 – Aug. 27	**Shek T.** • Curriculum Development Committee • Subject panel heads	• External resources • LWLSSG • 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			Sep. 26 – Aug. 27	**Wong K.W.** • Life-wide Learning Team • Citizenship and Social Development Panel • English Panel • Sister School Scheme coordinator • Subject panel or committee heads concerned	• External resources • LWLSSG • 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			Sep. 26 – Aug. 27	**Wong K.W.** • Life-wide Learning Team • Student Learning Profile Team	• External resources • LWLSSG

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	• Students actively engage in and express a strong interest in participating in the physical and aesthetic activities provided • 85% 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	• 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. 26 – Aug. 27	**Wong K.W.** • Other Learning Experiences Committee • Physical Education Panel • Visual Arts Panel • Music Panel	• External resources • LWLSSG • 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. 26 – Aug. 27	**Principal** • Vice Principals • School Resources Committee • Other Learning Experiences Committee	• 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 for students to nurture their values of benevolence, commitment, and empathy	• Students have gained a wider scope of knowledge from the organised talks, visits or internships related to service learning experiences • Students have developed greater appreciation for positive values and attitudes such as benevolence, commitment, and empathy • 70% of F.3, F.4 and F.5 students participate in workplace visits or internship programmes • Students have their leadership skills empowered by leadership programmes offered	• APASO • Stakeholder survey • School-based voluntary service survey • Questionnaires conducted among participants in leadership or star-grooming activities • Deliverables (e.g. presentations, board displays, etc.) • Oral feedback from school social workers, alumni, and teachers in charge	Sep. 26 – Aug. 27	**Ma W.L.** • Voluntary Service Team • Student Counselling Committee • Life Education Committee • Life-wide Learning Team	• External resources • School social workers • LWLSSG
	b. Provide workplace visits or internship programmes to help students make informed choices for career and life planning			Sep. 26 – Aug. 27	**Li W.T.** • Career and Life Planning Committee • Subject panel heads	• External resources • Alumni Association • LWLSSG
	c. Explore and enhance students' leadership capabilities with customised programmes			Sep. 26 – Aug. 27	**Wong K.W.** • Leadership Training Team • Gifted Education and Talent Development Team	• External resources • School social workers • LWLSSG