

Hong Kong Baptist University Affiliated School  
Wong Kam Fai Secondary and Primary School

**Annual School Plan**  
**(Primary Division)**  
**2025/26**

# School Vision and Mission

Our Mission is to provide quality education based on Christian heritage and concern for others. Students can explore their potential in an environment where East meets West, giving them the best of both cultures. We mentor our students, fostering their personal growth to encourage initiative, positive attitudes, individuality and creativity and provide a basis for lifelong learning.

We cater to whole person development, providing a safe learning environment for students, empowering them to be spiritually mature, wise and informed, artistic, physically strong, creative and civic-minded. Whilst broadening their horizons with an emphasis on developing their world knowledge, focus is also put on developing the 3-Ls (i.e. literacy in English, Chinese and Information Technology). Students will become global citizens with national pride in their heart.

## **School Motto**

Passionate to Learn, with Confidence

Determined to Succeed, with Vision

## **Mission Declaration**

Caters to the whole person.

We put students' needs first at all times.

We empower students to be spiritually mature, wise and informed, artistic, physically strong, and creative whilst building good ties with the community.

Students will become global citizens with national pride in their hearts.

# Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School

## **Annual School Plan (Primary Division) 2025/26**

### **Major Concerns**

1. Leveraging on Digital Technology at All Levels of the School
2. Promoting Student Wellbeing and National Pride through Character-Building Initiatives
3. Creating Sustainable and Flexible Learning and Teaching Environments

**1. Major Concern: Leveraging on Digital Technology at All Levels of the School**

**Briefly list the feedback and follow-up actions from the previous school year:**

- Students showed high engagement and creativity with digital tools, but require more support in self-directed goal-setting and reflection.
- Teacher and parent feedback highlighted satisfaction with digital infrastructure improvements, yet issues remain in certain venues (WiFi, projectors).
- Professional development was well received but varied in impact; further subject-specific, differentiated PD and tracking of classroom application are needed.
- VR/AR, AI, and coding pilots are successful, with strong uptake in STEAM and English, but integration across more panels and use of data for personalization should be strengthened.
- Digital reading habits and e-library usage increased, though earlier planning, more AR/VR resources, and cross-KLA collaboration are needed

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1. To implement a comprehensive and curriculum-aligned technology integration plan that enhances student engagement, creativity, and personalized learning across all grade levels and	<ul style="list-style-type: none"> <li>● Guide students in using AI writing tools in Chinese and English writing lessons, speech apps for fluency and pronunciation practice, and voice-to-text tools for storytelling. (Chi, Eng)</li> </ul>	<p>At least 80% students demonstrated improved fluency and grammar accuracy</p> <p>Teachers report increased engagement and confidence in language tasks</p>	<p>SHS School-based survey Focus-group interview Teacher observation Examples of students' work/learning portfolio</p>	Whole Year	English, Chinese Panels	
	<ul style="list-style-type: none"> <li>● Embed AI ethics modules into Digital Citizenship lessons using scenario-based apps to</li> </ul>	<p>Over 70% of teachers integrate AI tools and</p>			AP AVP(CDO)	Budget for purchasing hardware and

subjects	foster empathy, honesty, and integrity (eLearning)	digital citizenship modules into their curriculum			software
	Organize a digital wellbeing week featuring tech-free challenges to promote a healthy lifestyle and responsible technology use (elearning)	At least 90% of students can articulate SMART goals during project presentations  At least 70% student participation in Digital Wellbeing Week		e-Learning Team	
	<ul style="list-style-type: none"> <li>Expand the e-library and integrate digital rewards, reading analytics, and research tools into project-based learning (Reading, PBL)</li> </ul>	activities such as Screen-Free Day, mindfulness activities, and student-led discussions. Students reflect on their tech habits through journals or surveys	Whole Year	Reading Team	Budget for purchasing hardware and software
	Introduce project-management tools and SMART goal setting in group work across subjects by training teachers to use Trello, Padlet, and Google Workspace for student projects, embedding SMART goal setting into units, and providing students with goal-setting journals or digital trackers.  (eLearning, PE, Subjects)	At least 70% of parents successfully register and use the app by Term 2  Positive feedback from parents and teachers about usability  At least 70% student participation in Digital Wellbeing Week		AP AVP (CDO)	

	<ul style="list-style-type: none"> <li>Launch the Parent App and integrate it into the Parent Academy for registration, online courses, and credit tracking. Offer an onboarding session for parents and teachers. (Home-School)</li> </ul>	<p>activities such as Screen-Free Day, mindfulness activities, and student-led</p> <p>At least 80% of participating students report increased cultural understanding and global awareness in post-event surveys. Teachers from at least 4 subjects integrate exchange themes into their lesson plans</p>		Whole Year	Home-school Team VP	Budget for purchasing hardware and software
	<p>Foster students' appreciation of Chinese cultural heritage and broaden their global perspectives by organizing virtual exchange programmes with partner schools in mainland China and overseas (MCE)</p>				MCE Team VP	
<p>1.2. Invest in robust infrastructure, including upgrading/enhancing</p> <ul style="list-style-type: none"> <li>modern devices</li> <li>high-speed internet</li> <li>cloud-based learning platforms</li> <li>school administration</li> </ul>	<ul style="list-style-type: none"> <li>Provide user guides and quick reference material for new tools and hardware (ITA)</li> </ul>	<ul style="list-style-type: none"> <li>At least an 80% satisfaction rate in IT support and infrastructure.</li> <li>Reduction in lesson disruptions due to tech failures by 50%.</li> <li>All iPads and Chromebooks are audited biannually</li> <li>At least 85% teachers participate in PD, with at least 75% teachers showing increased confidence in IT use.</li> </ul>	<ul style="list-style-type: none"> <li>IT support logs and maintenance records</li> <li>Teacher and student surveys on infrastructure reliability</li> <li>PD attendance and feedback forms</li> </ul>	Whole Year	IT Team ITA Team e-Learning Team	Budget for upgrading
	<ul style="list-style-type: none"> <li>Conduct regular stakeholder feedback analysis to inform upgrades (ITA, eLearning)</li> </ul>			Whole Year	ITA Team e-Learning Team	Budget for purchasing hardware and software
	<ul style="list-style-type: none"> <li>Provide PD for teachers on new IT tools and green solutions. Include workshops on troubleshooting and basic</li> </ul>			Whole Year	PD Team e-Learning Team	Nil

	IT tools (eLearning, PD)	<ul style="list-style-type: none"> <li>At least 3 subjects show green choices in procurement</li> </ul>				
	Schedule biannual device audits during school holidays to assess the status of hardware and software (ITA)				ITA Team	
	<ul style="list-style-type: none"> <li>Include sustainability criteria in procurement by budget holders (Subjects)</li> </ul>			Whole Year Sub Panels	Green Team Subjects	Budget for purchasing hardware and software
1.3. Provide extensive professional development for teachers to effectively integrate technology into their teaching practices	<ul style="list-style-type: none"> <li>Maintain and regularly update the “A-Teachers PD Site” as a centralized resource hub (eLearning, PD)</li> </ul>	<ul style="list-style-type: none"> <li>At least 85% of teachers participate in subject-based and whole-school PD sessions annually</li> <li>Positive feedback from over 90% of participants regarding the relevance and practicality of PD activities</li> <li>Observable integration of technology-enhanced teaching practices across all subject panels, as reported in peer observations and teacher reflections</li> <li>Increased teacher</li> </ul>	Classroom Observations School-based survey for teachers and students Focus-group interview PD records	Whole Year  Whole Year	ITA Team e-Learning Team Subject Panels	Budget for workshop
	<ul style="list-style-type: none"> <li>Expand PD on immersive learning (VR/AR), AI tools, digital ethics, digital wellbeing, SMART goal setting and integrating technology (eLearning, PD)</li> </ul>					Budget for PD
	Continue partnerships with external experts, educational technology providers, and the EDB to access the latest training resources and innovations (eLearning, PD, Subjects)					

	<ul style="list-style-type: none"> <li>Facilitate subject panel-specific PD to promote cross-disciplinary digital pedagogy (Subjects, PD)</li> </ul>	<p>confidence and proficiency in using educational technologies, measured via surveys before and after PD</p> <ul style="list-style-type: none"> <li>Active use and regular updating of the “A-Teachers PD site” with a target of monthly resource additions and engagement metrics</li> <li>Enhanced student engagement and outcomes in technology-integrated lessons, reflected in learning surveys and performance data</li> <li>Inclusion of digital ethics and wellbeing topics in at least two of the PD sessions</li> </ul>		Whole Year		Budget for PD
1.4. Explore innovative educational technologies, such as virtual / augmented reality, coding, and data analytics, to	<ul style="list-style-type: none"> <li>Expand VR cultural modules by introducing virtual heritage tours to immerse students in local and national contexts (eLearning, MCE, PBL, Subjects)</li> </ul>	<ul style="list-style-type: none"> <li>At least 70% students show increased engagement and confidence in using VR/AR and AI tools across multiple subjects..</li> <li>At least 3 subjects show</li> </ul>	School-based survey Teacher observation Examples of students’ work/learning	Whole Year	Subject Panel e-Learning Team ITA Team MCE	Budget for purchasing hardware and software

enhance the learning experience and foster interdisciplinary collaboration	<ul style="list-style-type: none"> <li>Integrate AI, VR and AR tools into interdisciplinary challenges in subjects such as Integrated Science, Mathematics, and Language Arts to strengthen cross-subject understanding (Subjects)</li> </ul>	<ul style="list-style-type: none"> <li>successful integration of AI/AR/VR tools with measurable interdisciplinary outcomes</li> <li>At least 70% of teachers and students show a positive attitude towards the use of AI story-based platforms</li> </ul>	portfolio	Whole Year	Subject Panel e-Learning Team ITA Team	Budget for purchasing hardware and software
	<ul style="list-style-type: none"> <li>Enhance language skills by incorporating AI-based storytelling platforms, real-time fluency feedback tools, and multimodal composition resources (Chi, Eng)</li> </ul>			Whole Year	Subject Panel e-Learning Team ITA Team	Budget for purchasing resources
1.5. Enhance reading engagement and strengthen the reading environment through innovative technology integration	<ul style="list-style-type: none"> <li>Introduce culturally themed reading experiences and e-books that incorporate Chinese history to help students connect with their heritage (Reading)</li> </ul>	<ul style="list-style-type: none"> <li>At least 60% students report feeling "proud" or "more connected" to Chinese culture.</li> <li>At least 75% students show understanding of interdisciplinary content through the completion of reading tasks.</li> <li>At least 75% of middle school students</li> </ul>	Student survey Reading records SHS School-based survey Focus-group interview Teacher observation	Whole Year	Reading Team Subject Panel ITA Team	Budget for purchasing ebooks, audiobooks and platforms
	<ul style="list-style-type: none"> <li>Align digital reading tasks with interdisciplinary content such as historical fiction and science-themed texts to ensure relevance across subjects (Chi, Eng, Subjects)</li> </ul>					Budget for purchasing ebooks, audiobooks and e-platforms

	<ul style="list-style-type: none"> <li>Promote collaborative storytelling and design-thinking tasks on platforms like Padlet to enhance problem-solving and teamwork (Subjects)</li> </ul>	<p>contribute to the Padlet for collaborative storytelling (Chi/Eng) or local problem solving (IS/LA/STEAM) or debates (Eng/Chi/LA)proposing feasible solutions.</p> <ul style="list-style-type: none"> <li>At least one Eng and Chi wellness reading text is included through Epic or Hyread platforms.</li> <li>Subjects with double lessons implement brain gym at least once a month.</li> <li>At least 3 subjects incorporate immersive wellness activities such as YouTube 360 video (Hiking on Lion Rock)</li> </ul>				Budget for purchasing hardware, software, and reading activities	
	<p>Embed wellness themes into reading modules and use immersive technologies to simulate active experiences such as sports and mindfulness practice (PE)</p>						Budget for resources
	<ul style="list-style-type: none"> <li>Encourage bilingual digital publishing and broaden reading award criteria to recognize expressive and creative writing. (Chi, Eng)</li> </ul>						Budget for purchasing ebooks, audiobooks and e-platforms

2. **Major Concern: Promoting Student Wellbeing and National Pride through Character-Building Initiatives**

**Briefly list the feedback and follow-up actions from the previous school year:**

- **National identity and cultural learning were effectively integrated, but activity coverage and resource access were uneven across grades.**
- **Authentic cultural and service-learning activities fostered positive values and engagement, though some students lacked access due to selection or resource limits.**
- **The first-year rollout of the CLAPS programme was impactful, but a formal framework and consistent implementation across departments are needed.**
- **Inclusive events and Life Education lessons promoted unity, but engagement in some schemes declined over time, and support for SEN/gifted students could be further structured.**
- **Teachers requested more time and structure to familiarize themselves with the new Life Education curriculum.**

<b>Target</b>	<b>Implementation Strategy</b>	<b>Success Criterion</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>Responsible person</b>	<b>Resource Required</b>
2.1. Strengthening the curriculum that emphasizes the study of national history, culture, and traditions, fostering a strong sense of identity	<ul style="list-style-type: none"> <li>● Integrate storytelling about Chinese achievements into speaking activities to enhance civic identity and language development (Chi, MCE)</li> </ul>	<ul style="list-style-type: none"> <li>● At least 70% of speaking activities in the language and humanities curriculum include elements of Chinese achievements or cultural storytelling by the end of the school year</li> </ul> <p>Moral dilemmas and interactive</p>	<ul style="list-style-type: none"> <li>● Subject documents</li> <li>● Student Survey</li> <li>● Teacher Survey</li> <li>● Lesson</li> </ul>	Whole Year	AVP (CDO) VP Subject Panel heads MCE Team	Nil

<b>Target</b>	<b>Implementation Strategy</b>	<b>Success Criterion</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>Responsible person</b>	<b>Resource Required</b>
and pride	Deepen values education by incorporating moral dilemmas in literature and using interactive strategies such as Conscience Alley (Chi, Eng, LA)	values education strategies are incorporated into at least 80% of literature-related lessons in middle school  At least 2 grades participate in trips to cultural institutions  Chinese Culture Parent	<ul style="list-style-type: none"> <li>• Observation Records</li> <li>• Activity Plans</li> </ul>	Whole Year	English Team  Chinese Team	
	Organize field trips to museums and cultural institutions to deepen appreciation of Chinese heritage (Subjects, MCE, PBL)	Ambassadors program recruits a minimum of 10 active parent volunteers in the first year, with at least 1 cultural promotion event conducted annually		Whole Year	Subject Panel heads  MCE Team	
	Regularly review schemes of work to ensure National Education and National Security Education are organically integrated across subjects rather than taught as isolated lessons ( Curriculum)			Whole Year	AVP (CDO)  Subjects	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<ul style="list-style-type: none"> <li>Recruit Chinese Culture Parent Ambassadors to promote traditional Chinese medicine, opera, and calligraphy among parents and students, strengthening the cultural connection between school and home (MCE)</li> </ul>			Whole Year	VP MCE Team	Budget for lesson materials and activities
2.2. Organize engaging and authentic learning activities, including cultural events, festivals, and community service projects, to involve students in celebrating their national heritage and engaging with global affairs, fostering a positive life	<ul style="list-style-type: none"> <li>Initiate planning for competitions, exhibitions, and cultural activities at the beginning of the school year to ensure ample time for student preparation and training, broaden the range of student activities to include STEAM, humanities, cultural studies, and arts to cater to diverse student interests and talents beyond sports and arts (OLE, SAS, MCE,</li> </ul>	<ul style="list-style-type: none"> <li>At least 80% of students participate in at least one cultural event, community service project, or competition related to national heritage or global affairs annually</li> <li>Organize a minimum of three guest speaker sessions per academic year, with at least 70% student attendance and positive feedback (above 85% satisfaction)</li> <li>Diversify OLE offerings by adding at least two new creative, cultural, or wellness-focused programs each year,</li> </ul>	<ul style="list-style-type: none"> <li>Activity Plans</li> <li>Student survey</li> <li>Teacher Survey</li> <li>Focus Group Interviews</li> <li>OLE Report</li> </ul>	Whole Year	OLE Team MCE Team SAS Team	Budget for joining activities

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
attitude	Subjects)	with at least 75% student engagement.				
	<ul style="list-style-type: none"> <li>Enrich Life Education sessions by inviting guest speakers from teachers, parents, students, and NGOs to share real-life community impact stories, inspiring students to take initiative (SD, Home School, SAS)</li> </ul>	<ul style="list-style-type: none"> <li>Conduct monthly recognition events, with documented increases in student morale and school spirit measured through surveys showing at least a 10% improvement in student motivation scores</li> </ul>		Whole Year	OLE team HSL Team MCE Team SAS Team Guidance Team	Budget for joining the events
	<ul style="list-style-type: none"> <li>Implement parent-child study tours and other collaborative activities (e.g., proposed G4–G9 parent-child tour to National Security Exhibition Gallery) to reinforce shared values and deepen cultural understanding (MCE,</li> </ul>			Whole Year	MCE Team SAS Team HSL Team	Budget for joining the activities or projects

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	SAS, HOme School)					
	<ul style="list-style-type: none"> <li>Implement monthly prize presentations and utilize digital platforms (e.g., Facebook, A-Moment) to recognize student achievements, boosting morale and school spirit (SD)</li> </ul>			Whole Year	AVP (SD) VP Guidance Team	Budget for learning materials
2.3. Implement CLAPS programmes (integrates Creativity, Leadership, Activity, Project-based learning, and Service) which offer authentic learning opportunities to	<ul style="list-style-type: none"> <li>Encourage all Service and Leadership Teams to organize team-based community service projects to extend the impact of CLAPS-based activities (SAS)</li> </ul>	<ul style="list-style-type: none"> <li>Develop the CLAPS programme framework by the end of the 2025-26 school year</li> <li>Increased number and percentage of Service and Leadership Teams actively organizing and completing team-based community service projects</li> <li>Positive feedback from at least 70% of students on their engagement and learning outcomes from CLAPS-based</li> </ul>	<ul style="list-style-type: none"> <li>Programme Framework Document</li> <li>PD Record</li> <li>School-based survey</li> <li>Partnership list</li> </ul>	Term 2	AVP (CDO) AVP (SAS) SAS Team	Budget for PD
	<ul style="list-style-type: none"> <li>Develop a formal and structured CLAPS framework in collaboration with Academic Affairs (AA), Student Development</li> </ul>			Two years (2025-27)	Subject panels PBL Team OLE Team	Budget for learning materials

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
enhance critical thinking, problem-solving, collaboration, and the spirit of service	(SD), and Other Learning Experiences (OLE) teams to ensure consistency and scalability across grade levels and departments. (AA, SD, OLE)	activities in the 2025-26 school year <ul style="list-style-type: none"> <li>Establish a list of external organisations, NGOs, and government agencies to work in partnership for the CLAPS programmes</li> </ul>			SAS Team AA Team	
	Pilot the CLAPS framework initially in Middle School, targeting students who are developmentally ready for deeper engagement (AA, SD, OLE)			Whole Year	AVP (CDO)	
	<ul style="list-style-type: none"> <li>Embed cultural elements such as heritage service and flag ceremonies into CLAPS projects to strengthen national identity programmes (SAS, OLE)</li> </ul>			Term 2	Subject panels OLE Team SAS Team	Budget for the programme
	Continue to emphasize service learning to reinforce positive values like empathy, honesty, and filial piety (SAS,			Whole Year	AVP (SAS)	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	SD, OLE)					
	Organize professional development (PD) sessions for teachers to support the design and facilitation of CLAPS-based learning experiences (PD)			Whole Year	AVP (CDO) PD Team	
	Integrate CLAPS components into Project-Based Learning (PBL) to deepen content understanding and incorporate physical activity and wellness (PBL)			Whole Year	AVP (CDO) PBL Team	
	<ul style="list-style-type: none"> <li>Expand parent-child service opportunities to engage families and extend CLAPS impact beyond the classroom. (HSL)</li> </ul>			Two years (2025-27)	AVP (CDO) AVP (SAS) HSL Team	Nil

<b>Target</b>	<b>Implementation Strategy</b>	<b>Success Criterion</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>Responsible person</b>	<b>Resource Required</b>
2.4. Promoting unity across various levels while maintaining an inclusive school environment that celebrates diversity and supports all students' individual needs	<ul style="list-style-type: none"> <li>Develop and implement school-wide campaigns to reinforce respectful behavior, empathy, and inclusivity, integrating real-life case studies relevant to Hong Kong society into lesson materials. (Guidance, SD)</li> </ul>	<ul style="list-style-type: none"> <li>At least 80% of teachers report that inclusive culture campaigns effectively promote respectful behavior and empathy among students</li> <li>100% class participation in A+ Class Award activities through earlier scheduling</li> <li>At least 5% increase in parent-child events</li> </ul>	<ul style="list-style-type: none"> <li>Teacher survey</li> <li>Award scheme records</li> <li>Student survey</li> <li>SEN parent workshop records</li> </ul>	Whole Year	AVP (SD) AVP (SAS) Guidance Team SMS Team SEN Team	Budget for the programme
	<ul style="list-style-type: none"> <li>Continue organizing and broadening parent-child service activities and inclusive events, ensuring engagement from students of diverse backgrounds and strengthening collaboration with NGOs, alumni, and community stakeholders to extend support networks for student development. (SAS, HSL)</li> </ul>	<ul style="list-style-type: none"> <li>At least 80% teachers and students show positive feedback for Life Ed lessons</li> </ul>		Whole Year	SAS Team HSL Team	

<b>Target</b>	<b>Implementation Strategy</b>	<b>Success Criterion</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>Responsible person</b>	<b>Resource Required</b>
	Structure Life Education lessons more effectively to allow in-depth exploration of key values and inclusive themes such as friendship, gratitude, and respect and incorporate real-life scenarios and student reflection. (Guidance, SD)			Whole Year	Guidance Team	
	Develop a more structured program of workshops and seminars for parents and students with special educational needs and gifted education. (GE)			Whole Year	SEN Team GE Team	
	<ul style="list-style-type: none"> <li>Schedule A+ Class Award Scheme activities earlier in the school year to maximize class participation and satisfaction. (SMS)</li> </ul>			Whole Year	SMS Team	Budget for the programme

### 3. Major Concern: Creating Sustainable and Flexible Learning and Teaching Environments

**Briefly list the feedback and follow-up actions from the previous school year:**

- Environmental education and sustainability were embedded in projects and lessons, but the number of large-scale campaigns and parent engagement was limited.
- Flexible learning spaces increased engagement, but access for younger grades and formal PD on space use and design are required.
- Outdoor and real-world learning opportunities were well received, yet resources, scheduling, and equitable access present ongoing challenges.
- Infrastructure feedback identified WiFi and AV systems as priorities for upgrade; ongoing teacher input and systematic planning are valued.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.1. Deepen Whole-school Green and Sustainability Initiatives (SDG Education, Values Education)	<ul style="list-style-type: none"> <li>• Organize at least 3 large-scale environmental campaigns/year (e.g. Green Week, No Plastic Day, Energy Saving Challenge) (Green)</li> </ul>	<ul style="list-style-type: none"> <li>• 75% students report increased environmental awareness and responsibility in the survey</li> <li>• 100% KLAs implement at least 1 SDG or sustainability-related unit/activity</li> <li>• More than 100 families participate in home-school eco-challenges</li> </ul>	<ul style="list-style-type: none"> <li>• SHS</li> <li>• PSPO</li> <li>• KPM data</li> <li>• School-based survey</li> </ul>	Whole Year	Green Team	Budget for purchasing hardware and software
	<ul style="list-style-type: none"> <li>• Integrate SDGs into all KLAs (Subjects)</li> </ul>			Whole Year	Subject Panels	Budget for programme

	<ul style="list-style-type: none"> <li>• Train and empower class eco-leaders and Green Ambassadors (Green)</li> </ul>			Whole Year	AVP (CDO) AVP (SAS) Head of OLE	Budget for curriculum development and activities
	<ul style="list-style-type: none"> <li>• Launch family eco-challenges and parent education workshops (Green Team, HSL)</li> </ul>			Whole Year	AVP (SD) AVP (CDO) AVP (SAS) VP Green Team HSL Team	Nil
3.2. Expand and Optimize Flexible Learning Spaces	<ul style="list-style-type: none"> <li>• Collect user feedback for all flexible spaces (Subjects)</li> </ul>	<ul style="list-style-type: none"> <li>• At least 80% of teachers report increased confidence in using flexible spaces</li> <li>• All Grade schedules at least one lesson per term in a flexible learning space</li> <li>• Students actively participate in collaborative learning activities</li> </ul>	<ul style="list-style-type: none"> <li>• School-based survey</li> <li>• Teachers' observation</li> <li>• Focus group interview</li> <li>• Documentation</li> </ul>	Whole Year	PD Team Subject Panels	Budget for PD
	<ul style="list-style-type: none"> <li>• Provide PD on flexible/hybrid lesson design and classroom management. (PD)</li> </ul>			Whole Year	AVP (SAS)	Nil

	<ul style="list-style-type: none"> <li>Pilot at least two cross-KLA interdisciplinary projects each term (ADC)</li> </ul>	<ul style="list-style-type: none"> <li>within the flexible spaces</li> <li>Observation notes from lessons and student focus group feedback describe increased engagement, creativity, and collaboration.</li> <li>Documentation of best practices and innovative lessons is shared at staff meetings or PD sessions.</li> </ul>		Whole Year	ITA Team e-Learning Team Learning Environment Team	Budget for purchasing necessary items
3.3. Broaden Outdoor and Real-world Experiential Learning	<ul style="list-style-type: none"> <li>Schedule at least 1 outdoor or real-world learning experience per term for each grade (Subjects)</li> </ul>	<ul style="list-style-type: none"> <li>Students actively participate in outdoor learning activities, with at least 85% of students reporting a high level of engagement and enjoyment</li> <li>Students demonstrate a solid understanding of basic environmental concepts, such as the importance of plants, animals, and natural resources</li> <li>Teachers observe improvements in students' emotional regulation, problem-solving abilities, and social interactions during and after outdoor learning experiences</li> <li>Students demonstrate their ability to transfer their knowledge and skills from</li> </ul>	Activity plan and report Teachers' observation Focus group interview Learning reflection	Whole Year	AP AVP (CDO) Subject Panels Head of OLE	Budget for activities
	<ul style="list-style-type: none"> <li>Organize school-wide initiatives, such as one person one flower scheme, eco walk @ A-campus and school clean-up campaigns, to engage students in environmental stewardship (Green, HSL)</li> </ul>			Whole Year	Green Team HSL Team	Budget for activities

	<ul style="list-style-type: none"> <li>Expand partnerships with local NGOs, museums, environmental groups, and community organizations (Green)</li> </ul>	outdoor learning experiences to other academic contexts		Whole Year	Green Team Head of OLE	
	<ul style="list-style-type: none"> <li>Integrate environmental education and sustainability topics into the curriculum, leveraging the outdoor learning spaces as living laboratories (Green, Subjects)</li> </ul>			Whole Year	Green Team Subject Panel Head of OLE	
3.4. Upgrade and Future-proof Facilities and IT Infrastructure	<ul style="list-style-type: none"> <li>Conduct termly review with stakeholders (students, staff, parents) on facility/IT needs (ITA).</li> </ul>	<ul style="list-style-type: none"> <li>At least 80% of teachers are satisfied with facilities and IT support</li> <li>At least 80% of students indicate that they can easily access and utilize the available technology to support their learning</li> </ul>	<ul style="list-style-type: none"> <li>School-based survey</li> <li>SHS</li> <li>KPM Data</li> </ul>	Whole Year	AP AVP (CDO) IT Team ITA Team e-Learning Team	
	<ul style="list-style-type: none"> <li>Implement systematic upgrades/maintenance (WiFi, AV, hybrid tech, safety, barrier-free access) (ITA)</li> </ul>			Whole Year	IT Team ITA Team e-Learning Team	