



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

School Development Plan  
2024/25 – 2026/27



敏求篤信 明辨力行

## 1. The School

The Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School is the first secondary and primary through-train school affiliated to a university in Hong Kong.

The 12-year through-train school has been the vision of the Hong Kong Baptist University since 1990s, and tremendous effort has been continually invested to realise this vision. In August 2001, Dr. Daniel Tse, then President and Vice-Chancellor, signed an agreement with Mr. Wong Kam Fai. Under the agreement, the university accepted a generous donation from the Kum Shing K.F. Wong Charity and Education Foundation for the purpose of purchasing school furniture and equipment. As a gesture of gratitude, the school was then named “Wong Kam Fai Secondary and Primary School”.

The Foundation Stone Laying Ceremony of the affiliated school was held on 13 December 2004. In 2006, the construction of our campus, which exceeds Y2K school design standards, was completed. In September 2006, our first batch of students was admitted to the school and started receiving diversified and high-quality education.

### Basic Information

<b>School Name:</b>	<b>Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School</b>
<b>Address:</b>	<b>6 On Muk Lane, Shek Mun, Shatin, N.T.</b>
<b>Supervisor:</b>	<b>Professor Frank Fu Hoo Kin, BBS, MH, JP</b>
<b>Chief Principal:</b>	<b>Dr. Benjamin Chan Wai Kai, MH</b>
<b>School Type:</b>	<b>Direct-subsidy School, Co-educational</b>
<b>Sponsoring Body:</b>	<b>Hong Kong Baptist University</b>
<b>Founded in:</b>	<b>2006</b>
<b>Homepage:</b>	<b><a href="http://www.hkbuas.edu.hk/">http://www.hkbuas.edu.hk/</a></b>

## 2. School Mission and Vision

Our Mission is to provide quality education based on Christian heritage and concern for others. Students will 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, providing a basis for lifelong learning.

We cater to the whole person development, providing a safe learning environment for the 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 will also be put on developing the 3-L (i.e. literacy in English, Chinese and Information Technology). Students will become global citizens with national pride at heart.

## 3. School Motto

### **School Motto**

Passionate to Learn, with Confidence  
Determined to Succeed, with Vision

### **Mission Declaration**

Caters to the whole person  
Puts students' needs first at all times  
Empowering students to be spiritually mature, wise and informed, artistic, physically strong,  
creative and build good ties with the community  
Students will become global citizens with national pride at heart

## 4. Holistic Review of School Performance

### a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24

<i>Major Concern and target</i>	<i>Extent of the target achieved</i>	<i>Follow-up action(s)</i>	<i>Remarks</i>
<p><b>Major Concern 1:</b> <b>Nurturing lifelong and innovative learners</b></p> <p><b>Target(s):</b></p> <ul style="list-style-type: none"> <li>• To cultivate a lifelong love for learning and develop students' determination to become lifelong learners</li> <li>• To empower students to become responsible digital citizens and take ownership of their digital lives</li> <li>• To empower teachers and students to embrace a growth mindset and foster innovative thinking through dynamic learning environment</li> <li>• To strengthen students' the 5C (critical thinking, creativity, communication, collaboration, computational thinking) skills across different disciplines</li> <li>• To promote equitable access to learning opportunities and support the pursuit of excellence for students with diverse abilities and needs</li> </ul>	<p>Achieved, with a focus on ongoing student engagement and the integration of technology.</p>	<p>Modified and enhanced the integration of technology in teaching and learning, will continue to be a major focus in the school's next development cycle.</p>	<p>The school is committed to further modifying and enriching the use of technology to support more engaging and effective learning experiences for students, which fit for the needs in the 21<sup>st</sup> century.</p>
<p><b>Major Concern 2:</b> <b>Strengthening students' resilience, positive relationships and social responsibility</b></p> <p><b>Target(s):</b></p> <ul style="list-style-type: none"> <li>• To foster positive relationship, a sense of belonging</li> </ul>	<p>Achieved</p>	<p>Incorporated as routine work for further refinement.</p>	<p>The items related to morality, honesty and belongingness have shown remarkable scores in APASO III, demonstrating the effectiveness of our initiatives in instilling a strong sense of belonging and emotional well-being in our students.</p>

<p>and emotional well-being</p> <ul style="list-style-type: none"> <li>● To cultivate students' positive values (perseverance, empathy, respect, courage, commitment, integrity)</li> <li>● To cultivate a sense of social responsibility and civic engagement</li> </ul>			<p>Furthermore, our students have displayed an exceptionally high sense of national identity, as evidenced by their outstanding performance in the APASO III assessment items related to national identity, such as responsibility and obligations, pride and love, national flag and anthem, as well as achievement. This reflects the school's concerted efforts in nurturing students' national pride and civic engagement.</p>
<p><b>Major Concern 3: Building a digital and healthy school environment</b></p> <p><b>Target(s):</b></p> <ul style="list-style-type: none"> <li>● To foster a sustainable and technology-enhanced teaching and learning environment</li> <li>● To advance environmental awareness and sustainable practices, and responsible stewardship</li> <li>● To foster a healthy, inclusive and caring school environment and atmosphere</li> </ul>	<p>Partially Achieved</p>	<p>Enhancing and fine-tuning the related policies and strategies will be a continuous focus in the school's next development cycle, with the aim of fostering a more flexible and sustainable learning environment for our students.</p>	

## **b. Evaluation of school's overall performance based on the reflection against the seven learning goals**

### **Learning Performance**

Our students are well-rounded learners who love to learn and are ready to excel in different aspects. They are confident and creative. They have attained good results in both the HKDSE and GCE A-level Examinations, particularly in English Language, Mathematics, and Sciences. They have also achieved outstanding results in local and international competitions, including but not limited to technology, sciences, sports, arts, and music.

In general, our students can effectively master and apply the knowledge and skills they have learned. In class, they actively engage in student-centered activities, such as discussions, presentations, and sharing of insights, which stimulate them to ask questions and think deeply from different perspectives. They are always encouraged to challenge themselves and strive for improvement. They take an active role in learning both inside and outside the classroom, and develop their skills in self-learning, problem-solving, and reflecting on their learning process. They take their assignments seriously and use the teachers' feedback to make further improvements. This is evidenced by most students agreeing that "I often complete learning tasks, including homework, seriously, and I try my best to overcome learning difficulties" and "I often reflect on my performance in class, tests, and examination results, as well as teachers' suggestions, such as their comments on my assignments, in order to reflect on and improve my learning."

Our students are truly biliterate and trilingual, with an excellent command of English in particular. According to APASO data, our students demonstrate a proactive approach to learning, self-monitoring, and self-planning. They also exhibit high levels of critical thinking and enjoy creative activities. Yet, students may require additional motivation in learning certain subjects, such as Chinese Languages and Science.

### **Affective Development and Attitude**

We have observed positive outcomes from our Value Education efforts in shaping students' moral character and national identity. The items related to morality, honesty and belongingness have shown remarkable scores in APASO III, demonstrating the effectiveness of our initiatives in instilling a strong sense of belonging and emotional well-being in our students. Furthermore, our students have displayed an exceptionally high sense of national identity, as evidenced by their outstanding performance in the APASO III assessment items related to national identity, such as responsibility and obligations, pride and love, national flag and anthem, as well as achievement. This reflects the school's concerted efforts in nurturing students' national pride and civic engagement.

Nevertheless, the well-being of students has continuously remained a concern after the prolonged period of COVID-19. It is crucial to strategically plan interventions that aim to further foster a positive self-concept among our students, as well as their relationships with peers and parents. To address this, we will continuously strengthen our Value Education (PERCCI values – Perseverance, Empathy, Respect, Courage, Commitment, Integrity) and further emphasize the concepts of character strengths and a growth mindset. By incorporating the PERCCI values, character strengths and comprehensive leadership training into our curriculum and encouraging students to recognize and develop their unique qualities, we can empower them to cultivate a strong sense of self and build positive relationships with others, as well as the readiness to lead and serve. Additionally, promoting a growth mindset will instill in students the belief that their abilities and intelligence can be developed through effort and perseverance, further enhancing their self-concept.

## **Curriculum Organization**

In accordance with Hong Kong's educational goals, the seven learning goals, and the latest trends in development, the school has formulated curriculum development targets based on students' needs.

In Junior School (G1 – G4), students have the opportunity to take taster lessons for one of the four third languages (German, Japanese, Spanish, French) being offered if they wish. In Middle School, from G5, students choose any one of the four languages to study towards benchmarking exams. Students also have the option of studying Advanced French or Advanced German which is taught in an accelerated manner so students can sit for the A1 benchmarking exam by the end of Grade 6. STEAM lessons in junior school focus on integrating skills from various disciplines to create projects along with basic coding. Middle school STEAM projects in G5 – 6 focus on advanced coding techniques. The Project Based Learning term at the end of the school year enables students to embark on interdisciplinary projects which combine knowledge from various subjects allowing them to choose and use technology that is best suited for the purpose and to work collaboratively with a focus on research skills and presentations. Student-led conferences are held twice a year for all primary school students where they set SMART goals and present their learning portfolio to their parents and teachers. A comprehensive Digital Citizenship curriculum with documented scope and sequence is taught in primary school ensuring students learn about media balance, copyright, privacy and security, cyberbullying, news and media literacy amongst others. Subject Weeks are arranged throughout the year with activities, talks, and collaboration with outside experts. Reading Day is held every year to celebrate links between value education and reading as well as cross curricular reading. A Sports and Aesthetic Education Framework has been developed in order to ensure the school's mission is followed in Aesthetic education and plan for building students' foundation, further developing interest, and nurturing talent in sports and aesthetic education.

In order to strengthen the linkage between the EDB Information Literacy curriculum and the school's DC curriculum, the materials will be modified in the coming year based on the curriculum mapping done. More guidance will be given to students in order to understand optimal usage of devices during school time.



Besides, our school is committed to instilling a core set of values in our students that will guide them throughout their lives. The PERCCI values - Perseverance, Empathy, Respect, Courage, Commitment, and Integrity - are woven throughout our life education lessons, grade sharing and school activities. Teachers incorporate lessons and discussions around these values into various subjects, helping students understand their importance and how to exemplify them. By prioritizing the development of these critical soft skills alongside academic learning, we aim to nurture well-rounded individuals who are prepared to navigate the challenges of the modern world with strong moral character.

At the junior secondary level, lesson time is allocated to individual subjects to provide a solid consolidation of subject knowledge. Students are also given opportunities to learn a third language, such as Japanese, German, Spanish, or French. Additionally, the school incorporates cross-curricular activities to integrate subject knowledge and cultivate generic skills and attitudes. To name a few, these activities include STEAM projects in Other Learning Experiences (OLE) lessons, as well as themed weeks focused on Languages, Humanities and other subjects. At the senior secondary level, with the release of lesson time from Liberal Studies, the school has rearranged the schedule so that most of our students can take three electives instead of two, providing them with a broader and more balanced learning experience.

To further strengthen the provision of authentic learning experiences and essential generic skills to cope with the latest educational trends, the school will be implementing a newly introduced CLAPS curriculum (with the components of Creativity, Leadership, Activity, Project-based-learning and Service) in both junior and senior grades as part of the upcoming school development plan.

In terms of curriculum planning, the school will adopt a multi-faceted approach. Alongside maintaining robust vertical continuity in subject disciplines to ensure smooth progression, the school will also establish a new academic and assessment committee. This committee will be responsible for better coordinating and arranging academic-related activities and assessments (including internal and external assessments, as well as admission assessments). One of the goals is to assess students in a comprehensive and systematic manner, and to provide learning opportunities that complement the knowledge and skills acquired across different subject areas, with a focus on facilitating effective data analysis and personalized learning. The school has also

implemented various support measures, such as mock school day, orientation day, and curriculum evenings, to ensure students have a smooth transition as they adjust to new key stages.

### **Support for Student Development**

Our school employs a systematic structure under the Student Development Committee to identify and address students' varied needs in support of their developmental stages. The committee oversees the well-being of our students and has strategically designed preventive, remedial, and developmental plans to cater to their diverse needs. We adopt different measures to support and provide guidance for them.

Regular meetings with team members, particularly from the Guidance, Student Management, Student Advancement Support, and Special Education Needs (SEN) teams, serve as valuable platforms for collecting information on students' needs, allowing us to respond promptly and effectively. Through this coordinated approach, we ensure that students receive the appropriate support, and interventions tailored to their specific needs.

To further address the diverse needs of students, the school has further strengthened the SEN and NCS teams by allocating funds to employ a life coach (in SS) and teachers (in PS) to provide additional support to students. The SEN and NCS teams are responsible for addressing the unique needs of students with special learning needs and those who are non-Chinese speakers, respectively. Through efficient utilization of government funding, tailored programs have been developed and implemented to meet these students' specific needs. These initiatives include art therapy courses, family therapy sessions, social-emotional support groups, and remedial classes, etc. These efforts underscore the school's dedication to promoting student well-being and facilitating their adaptation to school life. Besides, our school offers additional academic support to elite athletes and high-achieving students gifted in academics, providing tailored resources such as flexible learning pacing, pull-out programs, and specialized resources to meet their unique educational needs.

Moreover, our school organizes a variety of educational activities that address students' personal growth, equipping them with self-management and self-awareness capabilities and aiding in the establishment of personal goals. By participating in OLE lessons, Life Wide Learning Days, Life Planning sessions, social service program and homeroom time utilizing A-diary, students are exposed to diverse opportunities for realizing their potential and identifying their strengths. These experiences not only enhance students' self-management skills but also inspire them to explore various prospects and set meaningful personal goals. Engaging in these customized learning encounters empowers our students to take charge of their educational journey while fostering a sense of purpose and direction in their personal development.

Additionally, we firmly believe that every student has the capacity to grow and learn, even from their mistakes. Rather than view errors as setbacks, we see them as invaluable opportunities for development and improvement. When students encounter academic or behavioral challenges, our teachers work collaboratively with them to understand the root causes and implement tailored learning opportunities that encourage self-reflection and progress. By taking this constructive approach, we aim to instill a growth mindset in our students. Through this supportive process, we are committed to nurturing adaptable, confident students who are not afraid to take risks and learn from their experiences, both inside and outside the classroom.

According to the APASO III survey data, the scores in the "Affective Development" category exceeded the Hong Kong norm. This signifies an ongoing trend of positive attitude and resilience development within our student body. Moreover, these strong affective outcomes underscore the effectiveness of the targeted initiatives we have implemented to nurture our students' social-emotional growth. By providing ample opportunities for collaboration, leadership, and community engagement, we have been able to build and maintain the kinds of supportive relationships and core values - such as perseverance, empathy, and integrity - that are so crucial for holistic student development.

Furthermore, our school sees students as future leaders of society and aims to explore and unleash students' full potential. Through the 4-tier student advancement model, students are offered with various leadership experiences and training opportunities. From holistic activities and programs on an extensive scale to advanced and targeted leadership training, students are able to gain practical leadership experiences and thus recognise their strengths

and characters. Different service and leadership teams, such as the Student Union, Prefects, Eco Pioneers, Digital Sergeants, and more, are given various opportunities to serve the school and their schoolmates, which helps develop their leadership qualities, including communication, commitment, problem-solving, resilience, and others. Students are expected to evolve into proactive and responsible community members who can confidently go out into the world and pursue their goals.

Significantly, items associated with life planning (e.g., work experience programs, advice sessions, information searches, university visits and seminars, career guidance) have received outstanding scores in APASO III. This underscores the efficacy of our endeavors in assisting students as they prepare themselves for the future and discern the most suitable path for further education and career pursuits.

Through the systematic parent education curriculum, the Parent Education Academy has achieved good results in improving parental educational quality, enhancing parent-child relationships, establishing the right educational concepts, and promoting school-family-society cooperation. The high participation of parents, the large parent volunteer team, and the proactive parent-teacher association have laid a solid foundation for our school's home-school collaboration, providing strong support for the all-round development of students.

### **Planning**

In the preparation of this School Development Plan, extensive discussions and reviews have been underway since May 2024, involving both middle and senior staff members in evaluating and formulating the plan. Regular updates on the task group's advancements have been shared consistently with all staff during multiple staff briefings, meetings and development days to ensure full participation and involvement of all staff members in the process.

### **Leadership and Monitoring**

The school management has a strong leadership capacity. The principal and vice principals are all experienced educators who have been serving in the school for over 15 years. The exemplary scores received in the Stakeholder Survey (SHS) regarding leadership underscore the school's clear vision, strategic direction, and the management team's unwavering commitment to fostering a unified staff body.

The School Management and Improvement Team (SMIT), which comprises both primary and secondary senior managers, meets weekly to evaluate and formulate policies that are conducive to effective student learning and whole-person development. The divisional School Operation Committees (PSOC and SSOC), Academic Development Committee (ADC), and Student Development Committee (SDC) then take the decisions from the SMIT to further discuss, fine-tune, and implement the measures. They also monitor the progress and evaluate the outcomes regularly.

This structured and collaborative approach allows the school management to make well-informed decisions, ensure effective implementation, and continuously improve the learning environment and support for students.

### **c. How can The School be Better**

The seven learning goals of primary education are:

- national identity
- proper values and attitudes
- knowledge of key learning areas
- language skills
- generic skills
- reading and information literacy
- healthy lifestyle

The seven learning goals of secondary education are

- national and global identity
- breadth of knowledge
- language proficiency
- generic skills
- information literacy
- life planning
- healthy lifestyle

## **Our Students' Needs**

Our students are a remarkably diverse and dynamic group, brimming with boundless curiosity, tremendous creativity, and a steadfast willingness to take on new challenges. Hailing from a rich tapestry of cultural, socioeconomic, and experiential backgrounds, they are eager to think differently, challenge the status quo, and dream big dreams for their futures. Fortunately, our students are supported by a cohort of engaged and enthusiastic parents who recognize the immense potential within their children and are committed to nurturing their growth. However, to truly unlock and cultivate this remarkable potential, students require ongoing inspiration and ample opportunities to explore, connect, and make their mark on the world around them. With a breadth of knowledge and a thirst for understanding, students are poised to become the next generation of innovators, leaders, and change-makers.

Notably, the majority of our students are digital natives, possessing a strong innate interest and remarkable proficiency in the ever-evolving realm of technology. Their needs extend far beyond simply mastering the latest digital applications – they yearn to innovate, pitch transformative ideas, and become true entrepreneurs in the dynamic digital landscape. To further empower these tech-savvy students, our school will prioritize the development of comprehensive digital literacy skills, seamlessly integrating these essential competencies across the breadth of the curriculum as well as the school administrative level. Equally important is the need to nurture their sense of empathy and cultivate the spirit of service, ensuring they learn to serve their communities with compassion rather than simply being served.

Additionally, a purposeful focus on value formation will equip our young minds to navigate the complexities of the modern world with unwavering resilience, moral clarity, and a profound sense of purpose. Underpinning all of these multifaceted needs is the fundamental requirement for a flexible, adaptive, and forward-thinking learning environment that allows our curious and creative students to unlock their full potential and become engaged, contributing citizens who make positive impacts on their communities, our country and the world.

### **School's capacity for continuous improvement and development**

Our school's capacity for continuous improvement and development is demonstrated through our robust track record of implementing innovative educational approaches. For instance, our long-standing experience with project-based and problem-based learning has allowed our students to actively engage in the design thinking process, nurturing their creativity and innovation skills.

Our flexible learning environment, supported by abundant resources, enables us to tailor our programs to meet the diverse needs of our high-achieving students, both academically and non-academically. Furthermore, our strong connections with mainland and international sister schools and higher education institutions provide our students with abundant opportunities for understanding diverse cultures and pursuing further studies worldwide.

Our diverse curriculum, which includes the local HKDSE, international Cambridge Assessment (CE) A-Levels, and a third language program, offers our students a well-rounded and globally competitive education. In addition, we provide a wealth of other learning experiences in sports, arts, and music, as well as oversee various exchanges, excursions and field trips to broaden their horizons.

We further enrich our students' learning horizons and inspire them through our Master Class program, which invites renowned experts and industry leaders to share their knowledge and experiences. This, combined with the strong support from university partners and the entrepreneurial community, allows our students to gain valuable insights into the university experience and future career paths at an early stage.

Drawing on the expertise of our experienced team, we have also established a robust Value Education program that effectively helps our students build their values and find their purpose in life, as well as explore their future study pathways. Additionally, our new "POP" (Placement Opportunity from Parents) program leverages the engagement and networks of our parent community to provide practical job placement experiences for our senior students, better preparing them for the transition to the real world.

Through these innovative initiatives and strong partnerships, our school is committed to continuously improving and developing our educational offering, ensuring that our students are well-equipped to thrive in the modern, technology-driven world.



### **Development priorities of the school for enhancing whole-person development and lifelong learning of the students**

Our school is committed to providing holistic development for our diverse, high-potential, creative, and challenge-loving students, with a strong emphasis on their holistic growth, social-emotional well-being, and value formation for success in this dynamic world. Therefore, the school will continuously enrich our Value Education program with our PERCCI values of Perseverance, Empathy, Respect, Courage, Commitment, and Integrity, to further nurture positive self-perceptions, cultivate meaningful relationships, and support the overall well-being of our students. By encouraging students to embrace their unique strengths and fostering a growth mindset, we empower them to develop a strong sense of identity, forge positive connections with peers and families, and expand their national and international engagement.

In response to the rapid technological advancements and global shifts, we also prioritize enhancing our students' information literacy and integrating digital technologies throughout all levels of the school, encompassing teaching, learning, and school administration, so that our students are ready to thrive in this technology-driven world. Additionally, the implementation of the CLAPS curriculum, which integrates Creativity, Leadership, Activity, Project-based learning, and Service, offers authentic learning opportunities to enhance critical thinking, problem-solving, collaboration, and the spirit of service, which are considered of utmost importance in the modern world. This approach further prepares students not only to excel academically but also to contribute positively to their communities, our country, and the world. We believe that fostering connections with peers from diverse backgrounds and cultures is essential for preparing our students to thrive in a globalized society. Therefore, providing opportunities for students to gain diverse perspectives, develop empathy, and enhance their communication and collaboration skills equips them with the cultural competency necessary to succeed in an interconnected world.

Creating a sustainable and flexible learning environment is crucial to meeting the evolving needs of our diverse, high-potential, creative, and challenge-loving students and preparing them for the future. A sustainable learning environment instills environmental consciousness and responsibility, highlighting the importance of resource preservation and technology integration for future generations. Additionally, a flexible learning environment

accommodates various learning styles and needs, enabling students to engage with the curriculum in ways that suit their preferences and abilities. By promoting sustainability and flexibility in the learning environment, we believe school can further enhance the whole-person development and lifelong learning of the students that empowers them to reach their full potential.

## **5. Major Concerns of the 2024/25 – 2026/27 School Development Cycle**

Based on the above holistic review of school performance, the major concerns in order of priority are:

- 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

## School Development Plan (2024/25 – 2026/27)

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

Targets	Time Scale			Outline of Strategies	Seven Learning Goals
	Year 1	Year 2	Year 3		
<ul style="list-style-type: none"> <li>Implement a comprehensive technology integration plan across the curriculum, from junior to high school</li> </ul>	V	V	V	<ul style="list-style-type: none"> <li>Integrate digital literacy and computational thinking skills into the curriculum</li> <li>Incorporate interactive and multimedia technologies across all subject areas to enhance student engagement and learning</li> <li>Encourage project-based, collaborative, and personalized learning opportunities that leverage digital tools and resources</li> </ul>	<ul style="list-style-type: none"> <li>breadth of knowledge</li> <li>generic skills</li> <li>information literacy</li> <li>knowledge of key learning areas</li> </ul>
<ul style="list-style-type: none"> <li>Invest in robust infrastructure, including upgrading/enhancing                             <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> </li> </ul>	V	V		<ul style="list-style-type: none"> <li>Upgrade the school's IT infrastructure, including network bandwidth, Wi-Fi coverage, and server capacity</li> <li>Integrate digital tools and automation into school administration, such as attendance tracking, communication, and data management</li> <li>Develop a sustainable technology maintenance and replacement plan to ensure the continuous availability of up-to-date devices and software</li> <li>Explore green and energy-efficient solutions to fit for the school's needs</li> </ul>	<ul style="list-style-type: none"> <li>information literacy</li> </ul>
<ul style="list-style-type: none"> <li>Provide extensive professional development for teachers to effectively integrate technology into their teaching practices</li> </ul>	V	V	V	<ul style="list-style-type: none"> <li>Offer regular training sessions and workshops on the effective use of educational technologies</li> <li>Collaborate with external experts, educational technology providers, and the EDB to access the latest training resources</li> <li>Provide professional development opportunities for teachers to stay informed about emerging educational technologies and their applications in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>breadth of knowledge</li> <li>generic skills</li> <li>information literacy</li> <li>knowledge of key learning areas</li> </ul>

<ul style="list-style-type: none"> <li>● Explore innovative educational technologies, such as virtual/augmented reality, coding, and data analytics, to enhance the learning experience and foster interdisciplinary collaboration</li> </ul>	V	V	V	<ul style="list-style-type: none"> <li>● Pilot and evaluate the use of emerging technologies, such as VR/AR, to create immersive and engaging learning environments</li> <li>● Utilize the technology of AI to conduct data analysis to inform personalized learning, identify learning difference, and optimize teaching and assessment practices</li> <li>● Collaborate with technology companies, universities, and educational institutions to access the latest innovations and resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ breadth of knowledge</li> <li>▪ generic skills</li> <li>▪ information literacy</li> <li>▪ knowledge of key learning areas</li> </ul>
<ul style="list-style-type: none"> <li>● Enhance reading engagement and strengthen the reading environment through innovative technology integration</li> </ul>	V	V	V	<ul style="list-style-type: none"> <li>● Provide access to a wide range of e-books and audiobooks through digital libraries or platforms, allowing students to choose from a diverse collection of reading materials.</li> <li>● Establish virtual book clubs or book sharing e-platforms where students can discuss and analyze books online, fostering a sense of community and encouraging peer-to-peer learning and engagement.</li> <li>● Utilize AR and VR technologies to create immersive reading experiences, bringing stories to life and making reading more interactive and engaging</li> <li>● Encourage students to create and share their own stories using digital storytelling platforms and/or apps, fostering creativity and strengthening the reading atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>● language proficiency</li> <li>● breadth of knowledge</li> <li>● information literacy</li> <li>● knowledge of key learning areas</li> <li>● language skills</li> <li>● reading and information literacy</li> </ul>

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

Targets	Time Scale			Outline of Strategies	Seven Learning Goals
	Year 1	Year 2	Year 3		
<ul style="list-style-type: none"> <li>Strengthening the curriculum that emphasizes the study of national history, culture, and traditions, fostering a strong sense of identity and pride</li> </ul>	V	V		<ul style="list-style-type: none"> <li>Review the existing curriculum to strengthen the element of national history, culture, and traditions across various subject areas</li> <li>Highlight the significance of Chinese heritage, its global influence, and the development of national identity in lessons and activities</li> <li>Collaborate with the EDB, universities, and cultural institutions to access the latest curriculum resources, teaching materials, and subject-matter expertise</li> <li>Establish partnerships with organizations and experts to facilitate authentic learning experiences, such as master class, seminars, workshops and field trips</li> </ul>	<ul style="list-style-type: none"> <li>national and global identity</li> <li>life planning</li> <li>national identity</li> <li>proper values and attitudes</li> </ul>
<ul style="list-style-type: none"> <li>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 attitude.</li> </ul>	V	V	V	<ul style="list-style-type: none"> <li>Encourage student participation in local and international competitions, exchanges, excursions, and service-learning projects that address local, national and global issues and foster a positive life attitude</li> <li>Collaborate with parents, alumni, and community partners to work on cultural events and community service initiatives</li> <li>Recognize and celebrate student achievements and contributions in cultural activities and community service projects</li> <li>Encompass the traditional Chinese cultural ideology in the designing and planning of the school-based value education curriculum so as to empower students to navigate challenges with resilience and cultivate holistic well-being.</li> </ul>	<ul style="list-style-type: none"> <li>breadth of knowledge</li> <li>language proficiency</li> <li>generic skills</li> <li>healthy lifestyle</li> <li>proper values and attitudes</li> <li>language skills</li> <li>knowledge of key learning areas</li> </ul>

<ul style="list-style-type: none"> <li>● Implement CLAPS programmes (integrates Creativity, Leadership, Activity, Project-based learning, and Service) which offers authentic learning opportunities to enhance critical thinking, problem-solving, collaboration, and the spirit of service</li> </ul>		V	V	<ul style="list-style-type: none"> <li>● Provide training and support for teachers to design and facilitate CLAPS-based learning experiences</li> <li>● Integrate CLAPS elements into the existing curriculum extracurricular activities and assessments to ensure a balanced and holistic approach.</li> <li>● Establish partnerships with external organizations, NGOs, and government agencies to expand the scope and impact of CLAPS programmes</li> <li>● Assess the effectiveness of CLAPS programmes and make data-informed adjustments to enhance their impact on student development</li> </ul>	<ul style="list-style-type: none"> <li>▪ national and global identity</li> <li>▪ breadth of knowledge</li> <li>▪ generic skills</li> <li>▪ life planning</li> <li>▪ healthy lifestyle</li> <li>▪ national identity</li> <li>▪ proper values and attitudes</li> <li>▪ knowledge of key learning areas</li> </ul>
<ul style="list-style-type: none"> <li>● Promoting unity across various levels while maintaining an inclusive school environment that celebrates diversity and supports all students' individual needs</li> </ul>	V	V		<ul style="list-style-type: none"> <li>● Implement school-wide programs and initiatives that foster a culture of inclusivity, empathy, and respect for diversity</li> <li>● Collaborate with parents, alumni, and external stakeholders to strengthen the school's support network for student development</li> </ul>	<ul style="list-style-type: none"> <li>▪ generic skills</li> <li>▪ healthy lifestyle</li> <li>▪ proper values and attitudes</li> </ul>

**Major Concern 3: Creating Sustainable and Flexible Learning and Teaching Environments**

Targets	Time Scale			Outline of Strategies	Seven Learning Goals
	Year 1	Year 2	Year 3		
<ul style="list-style-type: none"> <li>Incorporate green school practices, such as energy-efficient lighting, water conservation, and renewable energy sources, to reduce the school's environmental footprint</li> </ul>	V	V	V	<ul style="list-style-type: none"> <li>Implement intelligent building management systems to optimize energy efficiency</li> <li>Collaborate with environmental organizations and government agencies to access the latest green technology and best practices</li> <li>Integrate sustainability education (SDG goals) and environmental awareness into the curriculum and extracurricular activities</li> <li>Engage the school stakeholders, including students, teachers, and parents, in promoting and participating in the green school practices</li> </ul>	<ul style="list-style-type: none"> <li>breadth of knowledge</li> <li>generic skills</li> <li>healthy lifestyle</li> <li>knowledge of key learning areas</li> </ul>
<ul style="list-style-type: none"> <li>Design flexible classroom layouts and learning spaces that can be easily reconfigured to support different teaching and learning styles</li> </ul>	V	V		<ul style="list-style-type: none"> <li>Provide training and support for teachers to effectively utilize the flexible learning spaces and integrate them into their teaching practices</li> <li>Engage students in the design process to gather their feedback and ideas for creating more engaging and collaborative learning environments</li> <li>Explore partnerships with educational technology providers to integrate innovative solutions that enhance the flexibility and functionality of the learning spaces</li> </ul>	<ul style="list-style-type: none"> <li>generic skills</li> <li>healthy lifestyle</li> </ul>

<ul style="list-style-type: none"> <li>● Integrate outdoor learning spaces and natural elements to promote a sense of well-being and connection to the environment</li> </ul>	V	V	V	<ul style="list-style-type: none"> <li>● Encourage teachers to utilize the outdoor learning spaces for hands-on, experiential learning activities across various subject areas</li> <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</li> <li>● Explore partnerships with environmental organizations, research institutions, and community groups to expand the resources and expertise available for the outdoor learning initiatives</li> <li>● Integrate environmental education and sustainability topics into the curriculum, leveraging the outdoor learning spaces as living laboratories</li> </ul>	<ul style="list-style-type: none"> <li>▪ healthy lifestyle</li> <li>▪ generic skills</li> </ul>
<ul style="list-style-type: none"> <li>● Ensure that the school's infrastructure and facilities are adaptable to accommodate future educational trends and technological advancements</li> </ul>	V	V	V	<ul style="list-style-type: none"> <li>● Redesign the existing spaces to create versatile, technology-enriched environments that can accommodate a range of functions, from traditional lecture-based classrooms to collaborative learning hubs to informal social and relaxation areas.</li> <li>● To explore innovative solutions for upgrading our existing system and infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>▪ generic skills</li> <li>▪ information literacy</li> <li>▪ life planning</li> <li>▪ healthy lifestyle</li> </ul>

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