

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

## Annual School Plan (Secondary Division)

2025 – 2026

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

#### Feedback and follow-up actions from the academic year of 2024-2025

- While the school has made significant progress in digital and AI-enhanced education, feedback from lesson observations, teacher reflections, and external evaluations have identified areas for further development. A key focus is scaling and deepening interdisciplinary applications of computational thinking and AI tools beyond junior secondary levels into senior grades and across more subjects. The Academic Affairs Team will collaborate with department heads to co-develop interdisciplinary modules and project-based tasks embedding AI and computational thinking in authentic, subject-specific contexts.
- There is also an opportunity to formalize digital citizenship education through a cross-curricular framework. Although many teachers have embedded elements such as online safety and ethical use of information, establishing clear, grade/age-appropriate learning outcomes, assessment rubrics, and integration into School-Based Assessment (SBA) and inquiry-based tasks will strengthen this area. Additional workshops will support teachers in facilitating discussions on digital ethics, AI bias, and responsible technology use.
- As a pilot school for the Artificial Intelligence Education for Students Project, funded by The Hong Kong Jockey Club Charities Trust and co-created by CUHK and MIT's RAISE initiative, HKBUAS is positioned at the forefront of AI education in Hong Kong. The upcoming academic year will provide the school with exclusive access to Generative AI-integrated teaching and learning materials, advanced teacher training, a subscription to the Generative AI Tools Platform, and enrichment activities for the whole school community. Close collaboration between subject departments and project representatives will facilitate the integration of AI-enhanced pedagogies, including personalized learning supports and ethical exploration of AI.
- The Project-Based Learning experience has been transformative for students, who developed critical thinking, collaboration skills, confidence in public speaking, and project ownership. Feedback from guests, parents, and sister schools affirmed the showcase's role in cultivating socially responsible, innovative, and empowered learners.
- To further enhance PBL's impact, the school will emphasize entrepreneurial thinking in future cycles by progressively incorporating market research, prototyping, pitching, and social impact analysis. This will help students experience the full design-thinking process from ideation to real-world implementation, building creativity, critical thinking, and confidence in turning ideas into action.
- Feedback from teaching staff regarding the Info Hub has been consistently positive. Colleagues have shown positive comments on its clarity, ease of access, and its role in streamlining internal communication and document management. To further enhance its effectiveness, both the Primary School (PS) and Secondary School (SS) Divisions are encouraged to adopt the Info Hub more comprehensively. Specifically, expanding its scope to include Middle School-specific updates—such as timetables,

student activities, pastoral care notices, and academic planning—would make it a more inclusive and unified resource. This would be particularly beneficial for teachers who work across both Divisions, helping them stay aligned with broader school operations and reducing reliance on fragmented communication channels like email or printed notices.

- With a new cohort of teachers joining A-School in the upcoming academic year, it is essential to provide structured onboarding, training, and ongoing support. This should include orientation sessions on digital platforms (e.g., Microsoft Teams and the Info Hub), access to user guides, and opportunities for peer mentoring. Ensuring that new staff are confident in using these tools will promote consistency and efficiency across departments will be essential.
  - While subject departments retain autonomy in choosing their preferred digital platforms for teaching and learning, a phased strategy could be introduced to encourage broader adoption of Microsoft Teams. This would involve identifying interested subjects or teachers, offering targeted training, and facilitating peer support networks. The goal is not to mandate a single platform, but to promote consistency, interoperability, and shared best practices across the school. Teachers exploring other LMS options should also be supported, with a focus on aligning digital tools with pedagogical goals.
  - A clear and actionable timeline will be implemented for the execution of the IT maintenance and replacement plan. This timeline should include key milestones, responsible teams, and regular progress updates to stakeholders. Feedback from staff will be actively incorporated to adjust priorities and ensure responsiveness to emerging needs. Additionally, the timeline should reflect planned collaboration with Alibaba Cloud, covering both infrastructure upgrades and potential integration with teaching tools. This partnership offers opportunities to enhance cloud-based services, usage of digital resources, etc.
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- While the achievements this year are commendable, survey findings point to areas for continued growth and refinement. There is a clear opportunity to further explore how digital tools and Artificial Intelligence (AI) can be leveraged to enhance differentiated instruction and create more inclusive learning environments. Future professional development (PD) sessions could focus on adaptive technologies, personalized learning platforms, and effective strategies to support diverse learners.
  - To deepen the integration of AI in teaching and learning, the school is well-positioned to further utilize the expertise of Mr. Jake Ren, the Scientist-in-Residence. Mr. Ren could take on a more embedded role in supporting both staff and students. A key area for development is collaborating closely with subject teachers to co-develop AI-integrated lesson plans. These plans would provide practical, classroom-ready examples demonstrating how AI tools can enhance learning outcomes across disciplines, especially in STEM and ICL subjects where AI applications are particularly relevant. Additionally, Mr. Ren could lead interdisciplinary student projects that explore AI concepts through authentic, real-world challenges. Possible projects include data analysis tasks, ethical discussions on AI use, and creative writing exercises using generative tools. Such initiatives would enrich the curriculum, fostering critical thinking, collaboration, and digital fluency among students. For staff, Mr. Ren could offer advanced PD sessions focused on emerging AI technologies, effective implementation strategies, and ethical considerations. These programs would support educators ready to move beyond foundational knowledge toward deeper integration of AI pedagogy. Beyond training, Mr. Ren's mentorship of student research groups or AI-focused clubs would cultivate future-ready skills and deepen student engagement with technology. His involvement in enrichment activities would provide students access to expert guidance and inspiration for innovative learning pathways.

- A-School should maintain and expand its external partnerships, including those with CUHK and Alibaba Cloud, to remain at the forefront of educational innovation. These collaborations not only offer valuable training opportunities but also enhance the school's leadership position in AI education and digital transformation. Future partnerships might include joint research projects, student workshops, and teacher fellowships focused on emerging technologies, further supporting the school's ongoing development and commitment to excellence.
- While the interdisciplinary projects have been successfully implemented for consecutive years, opportunities for sharing these initiatives among staff could be enhanced. Rescheduling of subject meetings limited occasions for showcasing interdisciplinary work, reducing dissemination of valuable cross-curricular insights and innovative practices compared to the previous year. To address this, the QA Team could reinstate and strengthen structured sharing practices, ideally through digital platforms such as the LMS or a dedicated showcase space. This would enable departments to upload project briefs, teaching materials, and student outcomes, promoting accessibility, collaboration, and continuous improvement.
- To deepen data-driven teaching impact, the school could explore external partnerships to advance analytical capabilities. A promising avenue is collaborating with Hong Kong Quanfan Technology, recognized for expertise in educational data analytics and AI solutions. Such collaboration could facilitate development of customized dashboards for tracking student progress, predictive analytics to identify learning gaps, and tools for visualizing long-term assessment trends. This would enhance the precision of student evaluations and empower teachers with actionable instructional insights. A preliminary discussion took place in May, with further follow-up planned for the upcoming academic year.
- Collaboration with Alibaba Cloud will continue to explore scalable infrastructure solutions for AI-enhanced learning environments. Potential developments include cloud-based platforms for student portfolios, real-time feedback systems, and AI-assisted curriculum planning tools.
- To sustain innovation and promote continuous improvement, ongoing investment in professional development will remain a priority. Future sessions could focus on advanced AI applications in education, ethical considerations, and classroom integration strategies. Teachers will be encouraged to share experiences and best practices via internal showcases and peer-led workshops, fostering a collaborative and reflective professional culture.
- Feedback from teachers, students, and parents continues to validate these achievements, affirming the school's commitment to a dynamic and inclusive reading culture.
- While many students engage actively with reading, some still perceive it primarily as a task-oriented activity. To address this, the school plans to expand interactive and student-driven reading experiences. Initiatives may include enhancing digital storytelling platforms, introducing multimedia book reviews, and broadening gamified reading challenges, aiming to engage reluctant readers more effectively.
- The success of the SJRC platform suggests further exploration of digital infrastructure is warranted. The planned acquisition of an SJRC eBook Kiosk represents a promising step towards expanding equitable access, particularly benefitting primary students. Ensuring consistent access across all grade levels will be critical to sustaining and growing engagement.

- To foster greater peer engagement, the school could enhance its virtual reading community by establishing online book discussion forums or digital book clubs. These platforms would allow students to share reflections, recommend titles, and engage in literary dialogue beyond the classroom.
- The role of Library Prefects can be further strengthened by building on the momentum created by their successful book sharing initiative during school assemblies. This peer-to-peer approach not only makes reading more relatable but also encourages a wider interest in books across different age groups. To extend the impact of this initiative, the practice could be expanded beyond the assembly hall and onto digital platforms such as Campus TV or other school-approved online channels. By recording and sharing these book presentations, students would be able to access recommendations anytime and anywhere, making the content more inclusive and long-lasting. This would also allow Library Prefects to reach a broader audience, including those who may be absent from assemblies or prefer engaging with content at their own pace. Such an expansion would reinforce the Library Prefects’ role as reading ambassadors and further embed a culture of reading throughout the school community.
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Targets	Strategies	Success criteria	Means of evaluation	Action taken by	Resources required
Implement a comprehensive technology integration plan across the curriculum, from junior to high school	<ul style="list-style-type: none"> <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> <li>● Enhance students’ performance through targeted digital and AI-driven interventions, with a focus on improving language proficiency</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive and multimedia technologies are frequently used in classroom activities.</li> <li>● Increased student participation and enthusiasm in lessons using multimedia tools.</li> <li>● Project-based learning activities are included in at least 70% of the subjects.</li> <li>● Students regularly work in groups, with at least 70% of students reporting positive collaborative experiences.</li> <li>● Personalized learning activities using digital tools and resources are seen in at least 70% of the subjects.</li> <li>● Writing proficiency improves, with 60% of students showing progress in AI-evaluated assignments</li> <li>● At least one partnership</li> </ul>	<ul style="list-style-type: none"> <li>● SOW</li> <li>● School-based survey</li> <li>● Lesson observation</li> <li>● Assignment inspection</li> <li>● AI platform analytics</li> <li>● Partnership agreements</li> </ul>	<ul style="list-style-type: none"> <li>● All subject panels</li> <li>● IT Team</li> <li>● ADC</li> <li>● AI in Edu Team</li> </ul>	<ul style="list-style-type: none"> <li>● IT facilities and related platforms/apps</li> <li>● EDB grants for promoting self-directed learning for Chinese and English</li> </ul>

		with an external organization is established to enhance language learning			
<p>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>• 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>• Implementation of the first phase for the action plan of the digital school administration, which was developed in 2024-2025.</li> <li>• Develop a technology maintenance policy for providing high availability of digital learning environment in school</li> <li>• Introducing cloud-based subscription services to reduce the cost of maintenance and power consumption in school</li> </ul>	<ul style="list-style-type: none"> <li>• WaaS School testing tool</li> <li>• Digital school administration action plan</li> <li>• Cloud-based technology implementation plan</li> </ul>	<ul style="list-style-type: none"> <li>• IT Team</li> <li>• e-Learning Team</li> <li>• AI in Edu team</li> <li>• ADC</li> </ul>	<ul style="list-style-type: none"> <li>• technical consultation</li> <li>• cloud based platform and services</li> </ul>
<p>Provide extensive professional development for teachers to effectively integrate technology into their teaching practices</p>	<ul style="list-style-type: none"> <li>• Collaborate with external experts, educational technology providers in the area of AI, to organise an education symposium on the latest development of the use of AI in Education.</li> <li>• Provide professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Organise an education symposium on the latest development of the use of AI in Education.</li> <li>• Achieve at least 70% teacher attendance in the education symposium related to AI.</li> <li>• Over 70% of participants report improved confidence</li> </ul>	<ul style="list-style-type: none"> <li>• PD attendance and record</li> <li>• Evaluation feedback from participants of the PD programmes offered</li> <li>• School-based survey</li> </ul>	<ul style="list-style-type: none"> <li>• PD Team</li> <li>• IT Team</li> <li>• AI in Edu Team</li> </ul>	

	<p>opportunities for teachers to stay informed about emerging educational technologies and their applications in the classroom</p>	<p>and skills in using educational technologies.</p> <ul style="list-style-type: none"> <li>• At least 70% of attendees show a positive response regarding the relevance and quality of the training related to educational technologies.</li> <li>• Offer at least one professional development opportunities per year focused on emerging technologies.</li> <li>• At least 70% of teachers report they feel confident integrating technology into their teaching practice.</li> </ul>			
<p>Explore innovative educational technologies, such as virtual/augmented reality, coding, and data analytics, to enhance the learning experience and foster interdisciplinary collaboration</p>	<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> <li>• Subjects implement</li> </ul>	<ul style="list-style-type: none"> <li>• At least 2 emerging technologies are adopted in learning activities and students are engaged in these activities</li> <li>• Students' learning performance is analysed through AI-drive data</li> <li>• At least 2 collaboration opportunities for teachers and/or students with technology companies, universities and educational institutions</li> <li>• All subjects implement interdisciplinary collaboration and technology is used to enhance the learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of collaboration held</li> <li>• AWAP Evaluation</li> <li>• School-based survey</li> <li>• SHS</li> <li>• APASO</li> <li>• Teachers' observation</li> </ul>	<ul style="list-style-type: none"> <li>• All Subject Panels</li> <li>• IT Team</li> <li>• AI in Edu Team</li> </ul>	<ul style="list-style-type: none"> <li>• VR/AR technology</li> <li>• Resources provided by external parties such as universities and technology companies</li> </ul>

	interdisciplinary collaboration and the related learning experiences are enhanced through the use of technology				
Enhance reading engagement and strengthen the reading environment through innovative technology integration	<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>• Expand access to diverse</li> <li>• Chinese ebooks and audiobooks via digital</li> <li>• platforms to encourage Chinese reading</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>• 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>• E-books and audio books can be easily accessed by teachers and students, with a diverse collection of reading materials in both English and Chinese languages</li> <li>• At least one online book sharing platform/ Virtual Book Club is set up, allowing students to share reading experiences, and participants are engaged in the sharing</li> <li>• More students borrow/access e-books or audio books</li> <li>• Chinese Audio books to be shared during DEAR time at least twice each term</li> <li>• Library Prefects create and share their own stories using digital storytelling platforms and/or apps, and their works are shared within the school community</li> <li>• Increased percentage of students agree reading activities held can nurture their reading habit</li> </ul>	<ul style="list-style-type: none"> <li>• Record of accessing E-books and audio books</li> <li>• Variety of e-reading materials provided</li> <li>• Activities on online book sharing platform, digital storytelling platform/apps or related activities</li> </ul>	<ul style="list-style-type: none"> <li>• AI in Edu Team</li> <li>• Reading &amp; Library Affairs Team</li> </ul>	<ul style="list-style-type: none"> <li>• e-book platforms</li> <li>• online book sharing platform</li> <li>• digital story telling platform/app</li> </ul>

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

### Feedback and follow-up actions from the academic year of 2024-2025

- The efforts shown above directly addresses Learning Goal 1 (Informed and Responsible Citizen with National and Global Identity), by fostering national pride and cultural awareness through curriculum enrichment. Although national education initiatives have been well-received, there is room to deepen student engagement through more structured pre- and post-activity reflections. For example, museum visits could be complemented with guided discussions or project-based learning to maximize educational impact.
  - While cultural events have been successful, expanding student leadership roles in planning and execution could further empower learners and promote ownership. Encouraging students to co-design activities or lead cultural presentations would enhance their confidence and deepen their connection to the material.
  - In terms of collaboration with external institutions, there is potential to formalize partnerships with universities and cultural organizations to ensure sustained access to subject-matter expertise. Establishing long-term collaborations could also support curriculum innovation and provide mentorship opportunities for both students and staff.
  - Regarding authentic learning experiences, feedback indicates a need for better scheduling and integration into the academic calendar to avoid conflicts and ensure meaningful participation. Additionally, diversifying the types of workshops and excursions—such as including more STEM-related or career-oriented experiences—could cater to a broader range of student interests and aspirations.
  - Moving forward, the school should consider implementing a feedback loop for all major programs, involving students, teachers, and parents. This would allow for continuous refinement and responsiveness to evolving needs. Strengthening interdisciplinary collaboration among teams will also be key to sustaining momentum and achieving holistic educational outcomes.
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- The 2024–25 academic year has been a testament to A-School’s commitment to holistic education and global citizenship. The school’s strategic promotion of student participation in local and international experiential learning opportunities has markedly broadened students’ horizons. Through international exchanges and service-learning projects, students have developed cross-cultural understanding while cultivating empathy, civic responsibility, and a positive life attitude. The strong participation in excursions and leadership programs, backed by high approval ratings in the school-based survey, reflects the effectiveness of these initiatives in nurturing well-rounded, globally aware individuals.
  - Equally commendable is the school’s deepened collaboration with parents, alumni, and community partners. Events like the Carnival cum Bazaar and parent-led seminars have strengthened the community fabric, while alumni engagement in creative showcases and mentorship has added a rich intergenerational dimension to student development. These partnerships have not only enhanced cultural exchange but also reinforced a sense of belonging and shared purpose among stakeholders.
  - Recognition of student achievements has been thoughtfully embedded across various platforms. Diverse activities have provided meaningful opportunities for students to showcase talents and contributions. These moments of recognition have affirmed students’ identities, boosted confidence, and reinforced the value of civic and cultural engagement.

- Furthermore, integrating traditional Chinese values into the value education curriculum has been both intentional and impactful. Culturally rooted activities and wellness programs have empowered students to navigate challenges with resilience and emotional intelligence. The emphasis on reflection, inclusivity, and moral development has laid a strong foundation for holistic student well-being and character growth.
- While the school has made significant strides, there are opportunities to further enhance the impact and sustainability of these initiatives. For inclusivity and empathy-building programs, future efforts could focus on expanding student-led components to empower learners as facilitators and advocates. Providing structured reflection opportunities after events and workshops would deepen students’ understanding and personal growth.
- Regarding the excursion framework, clearer articulation of learning outcomes for each stream—cultural, personal, and academic—would help students and parents better appreciate the purpose and benefits of each experience. Additionally, ensuring equitable access through financial support or alternative formats, such as, virtual exchanges, would promote inclusivity.
- To strengthen stakeholder collaboration, the school could consider formalizing parent and alumni engagement through advisory panels, mentorship programs, and regular feedback channels. This would ensure sustained involvement and allow for more strategic contributions aligned with student needs.
- In promoting CLAPS, professional development for teachers on integrating these elements into everyday teaching practices would be beneficial. Encouraging cross-disciplinary projects and showcasing student work through exhibitions or digital platforms could further highlight the value of creativity and service in learning.

Targets	Strategies	Success criteria	Means of evaluation	Action taken by	Resources required
Strengthening the curriculum that emphasizes the study of national history, culture, and traditions, fostering a strong sense of identity and pride	<ul style="list-style-type: none"> <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</li> </ul>	<ul style="list-style-type: none"> <li>● At least 2 collaborations with outside bodies where the curriculum and L&amp;T resources have been enhanced.</li> <li>● At least 6 partnerships with external organizations took place where students’ learning beyond</li> </ul>	<ul style="list-style-type: none"> <li>● Stock take of curriculum resources and L&amp;T kits</li> <li>● Respective KLA evaluation reports</li> <li>● Excursion records, Form Fin-06 and</li> </ul>	<ul style="list-style-type: none"> <li>● Chinese History Panel, Chinese Language KLA and other collaborate subject panels</li> <li>● NSE</li> </ul>	<ul style="list-style-type: none"> <li>● Relevant Grants</li> <li>● Procurement Cost for the service</li> </ul>

	experiences, such as master class, seminars, workshops and field trips	classroom has been enhanced.	OLE arrangement for the year	Committee • OLE Committee	
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.	<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>• 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>• Students' participation rate and feedback in these activities is higher than that of the previous year</li> <li>• Students' participation in external competitions or nominations for relevant external awards have increased.</li> <li>• 80% of the teachers opined that the school leads collaboration among subject panels and committees to implement values education</li> <li>• 80% of the students and parents opined that the school helps students develop good moral character inside and outside the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• KPM, SHS, APASO</li> <li>• School-based year-end survey</li> <li>• Records on students' achievement</li> <li>• MCE, LE and NSE L&amp;T materials</li> </ul>	<ul style="list-style-type: none"> <li>• MCE, LE, NSE and Global Citizenship and relevant L&amp;T Panels</li> <li>• OLE Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant Grants</li> <li>• Activity Cost</li> </ul>
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>• Implement school-wide programs and initiatives that foster a culture of inclusivity, empathy, and respect for diversity</li> <li>• Promote the importance of integrating Creativity, Leadership, Activity,</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in various external accreditation of school's inclusivity such as Happy School and Inclusive School is recognized</li> <li>• 80% of the teachers,</li> </ul>	<ul style="list-style-type: none"> <li>• KPM, SHS, APASO</li> <li>• School-based year-end survey</li> <li>• Records on students' achievement</li> </ul>	<ul style="list-style-type: none"> <li>• MCE, LE, NSE and Global Citizenship and relevant L&amp;T Panels</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant Grants</li> <li>• Activity Cost</li> </ul>

	Project-based learning, and Service into students' learning among teachers	parents and students opined that the school provides adequate opportunities for students' to develop their leadership abilities	<ul style="list-style-type: none"> <li>MCE, LE and NSE L&amp;T materials</li> </ul>	<ul style="list-style-type: none"> <li>OLE Committee</li> </ul>	
Implement CLAPS programs (integrates Creativity, Project-based learning, and Service) which offers authentic learning opportunities to enhance critical thinking, problem-solving, collaboration, and the spirit of service	<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> </ul>	<ul style="list-style-type: none"> <li>Teachers are provided with relevant CLAPS training</li> <li>CLAPS is integrated into the curriculum of relevant subjects</li> </ul>	<ul style="list-style-type: none"> <li>Training records</li> <li>Year-end reports of relevant KLA</li> </ul>	<ul style="list-style-type: none"> <li>Academic coordinator of PBL</li> <li>OLE Committee</li> <li>Relevant subject Panel heads</li> </ul>	<ul style="list-style-type: none"> <li>Space for Teachers' PD</li> <li>Scholarship for service learning</li> </ul>

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

<p><b>Feedback and follow-up actions from the academic year of 2024-2025</b></p> <ul style="list-style-type: none"> <li>To deepen the impact of environmental stewardship programs, future initiatives could incorporate more structured reflection and assessment components. For example, students could document their experiences or present their learning outcomes in assemblies or exhibitions. This would reinforce the educational value of these activities and encourage deeper personal engagement. Green school practices contribute to Learning Goal 1 (National and Global Identity) and Learning Goal 7 (Healthy Lifestyle and Appreciation of Sports and Arts), by promoting sustainability and environmental stewardship.</li> <li>In terms of external collaboration, the school could explore long-term partnerships with green tech companies or universities to pilot new technologies or co-develop sustainability projects. These collaborations could also provide mentorship opportunities and pathways for students interested in environmental careers.</li> <li>To further integrate sustainability into the curriculum, interdisciplinary projects that connect science, humanities, and the arts with environmental themes could be expanded. Teachers could be supported through professional development focused on sustainability education and project-based learning strategies.</li> </ul>
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- Eco-pioneers have already demonstrated leadership in organizing and participating in various green initiatives. Building on this experience, they can take the lead in sharing in assemblies or on Campus TV that bring together students, parents, alumni, or even external experts. These events could be structured around themes like sustainable living, green innovation, and/or introducing our green facilities at school.
- With ongoing collaboration with Alibaba Cloud, the school aims to expand partnerships with other educational technology providers to enhance teaching facilities and digital learning platforms. These efforts will support the integration of smart technologies that improve the flexibility and functionality of learning spaces, while also enabling personalized instruction and data-informed teaching practices.
- The Wong Wai Yue Library, designed to support high-school students in self-study and academic preparation, should establish clear usage guidelines to maintain a focused learning environment. It is recommended that the Librarian engage with Panel Heads to review and curate subject-specific resources that align with public examination requirements, ensuring students have access to targeted and relevant materials.
- The PE Departments in both Primary and Secondary Divisions will develop plans to embed swimming lessons into the formal curriculum, leveraging the new Kwok Yat Wai Sports and Aquatic Complex. Additionally, further arrangements will be explored to open the swimming pool to stakeholders—including parents, alumni, and staff—outside of lesson and training hours, ensuring optimal use of the facility without disrupting student programmes.
- As the conversion of the SS Dance Room is currently on hold, it is important to maintain transparent communication with stakeholders regarding the revised planning process.
- With the successful installation of the Drowning Detective System, the next step is to ensure its effective integration into the daily operations of the Kwok Yat Wai Sports and Aquatic Complex. Additionally, periodic reviews and drills could be implemented to ensure the system remains functional and that safety procedures are well understood by both staff and students. This proactive approach will reinforce the school’s commitment to safety and responsible facility management.

Targets	Strategies	Success criteria	Means of evaluation	Action taken by	Resources required
Incorporate green school practices, such as energy-efficient lighting, water conservation, and renewable energy sources, to reduce the school's environmental footprint	<ul style="list-style-type: none"> <li>• Implement intelligent building management systems to optimize energy efficiency</li> <li>• Organize interdisciplinary projects that connect science, humanities, and the</li> </ul>	<ul style="list-style-type: none"> <li>• At least one interdisciplinary project with environmental themes is arranged</li> <li>• At least one Eco-walk tour is arranged for NGOs or other schools</li> <li>• Eco-walk tour is</li> </ul>	<ul style="list-style-type: none"> <li>• SOW</li> <li>• AWAP Evaluation</li> <li>• Arrangements of Eco-walk</li> </ul>	<ul style="list-style-type: none"> <li>• All subject panels</li> <li>• Green School Unit/ Environmental Education Team</li> <li>• PD Team</li> </ul>	<ul style="list-style-type: none"> <li>• Facilities and Learning materials to support the Eco-walk</li> </ul>

	<p>arts with environmental themes</p> <ul style="list-style-type: none"> <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>	<p>promoted to other schools to promote green education</p> <ul style="list-style-type: none"> <li>• Organize at least two school-wide environmental awareness events</li> <li>• Provide sustainability education training for at least one-third of teachers, enhancing their understanding of this topic</li> </ul>			
<p>Ensure that the school's infrastructure and facilities are adaptable to accommodate future educational trends and technological advancements</p>	<ul style="list-style-type: none"> <li>• To effectively integrate the Drowning Detective System into the daily operations of the Kwok Yat Wai Sports and Aquatic Complex.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop safety procedures and daily operations guidelines for the Kwok Yat Wai Sports and Aquatic Complex.</li> </ul>	<ul style="list-style-type: none"> <li>• Safety procedures and daily operations guidelines from PE department</li> <li>• Swimming pool operational record</li> </ul>	<ul style="list-style-type: none"> <li>• General Management Team</li> <li>• Campus Management &amp; Development Team</li> <li>• PE Department</li> <li>• AI in Edu Team</li> </ul>	

<p>Foster interdisciplinary learning and academic excellence through expert-led initiatives and competitive opportunities</p>	<ul style="list-style-type: none"> <li>• Collaborate with experts-in-residence to design advanced, tailored learning schemes for students</li> <li>• Identify and nurture high potential students for participation in large-scale competitions and research projects</li> <li>• Successful projects to be displayed in Term P to promote interdisciplinary learning</li> </ul>	<ul style="list-style-type: none"> <li>• At least one advanced scheme for the subjects with an expert-in-residence</li> </ul>	<ul style="list-style-type: none"> <li>• Competition and research participation records</li> <li>• Scheme implementation reports</li> <li>• Teacher evaluations of projects</li> </ul>	<ul style="list-style-type: none"> <li>• Subject panels with experts-in-residence</li> </ul>	<ul style="list-style-type: none"> <li>• Experts-in-residence consultancy</li> <li>• Competition entry fees</li> <li>• Research materials and software</li> </ul>
<p>Expand global and cultural exposure through partnerships to enhance academic and linguistic immersion</p>	<ul style="list-style-type: none"> <li>• Establish sister school partnerships in China to organize immersive Chinese language and cultural study camps during Christmas/Easter</li> </ul>	<ul style="list-style-type: none"> <li>• At least one study camp in China/virtual exchange is organized, with at least 15 students participating</li> <li>• 60% of participants report enhanced Chinese proficiency and cultural understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Study camp/Virtual exchange participation records</li> <li>• Student feedback surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese Panel</li> <li>• OLE Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Travel and accommodation for study camps</li> </ul>
<p>Support diverse student needs to ensure academic readiness across demographics</p>	<ul style="list-style-type: none"> <li>• Develop study plans for elite athletes and students with external commitments,</li> <li>• Incorporate IELTS preparation into the HKDSE curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of elite athletes and committed students have study plans followed up by teachers, with 50% meeting academic benchmarks</li> <li>• 50% of G12 DSE</li> </ul>	<ul style="list-style-type: none"> <li>• Study plan records</li> <li>• Student progress reports</li> <li>• IELTS results - School-based surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Team</li> <li>• ADC</li> </ul>	<ul style="list-style-type: none"> <li>• IELTS preparation materials</li> <li>• Peer mentoring resources</li> </ul>

	<p>to enhance readiness for international studies</p> <ul style="list-style-type: none"><li>• Develop clear usage guidelines of Wong Wai Yue Library to maintain a focused learning environment.</li></ul>	<p>students who take IELTS achieve Band 6.5 or higher</p>			
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