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

Annual School Plan (Secondary Division)

2026 – 2027

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

Feedback and follow-up actions from the academic year of 2025-2026

- In response to improving the target for positive collaborative learning experiences, the Academic Affairs will develop and implement structured collaborative learning protocols across all subjects. This will include the introduction of clear role assignments within groups, peer evaluation rubrics, and structured reflection frameworks that enable students to assess both their individual contributions and the group's collective effectiveness. Subject Panels will dedicate time during departmental meetings to co-construct these protocols, ensuring they are contextualized to the specific demands of each discipline.
- To refine the calibration of AI-generated writing feedback, the English and Chinese Departments will conduct evaluation where they can draw upon the data collected from this year's AI-evaluated assignments to identify patterns in student performance and areas where AI feedback may require supplementation with human judgment. The goal is to develop a shared framework for AI-integrated writing instruction that balances the efficiency of automated feedback with the nuance of teacher expertise. This collaborative effort will also inform the development of subject-specific writing rubrics that can be embedded within AI tools to ensure consistency and rigor.
- With the establishment of the AI in Education Committee, professional development will be restructured to adopt a tiered model that addresses the varied needs and competencies of teaching staff. While the seed teachers within the Jockey Club AI Education Project will continue to receive advanced training through the partnership with CUHK and MIT, a parallel track will be established for teachers at earlier stages of their digital integration journey. This tiered approach will include peer-mentoring partnerships, departmental sharing sessions where best practices are showcased. The AI in Education Committee has also identified and trained additional seed teachers to expand the pool of AI-literate educators capable of leading subject-specific integration efforts.
- The success of the Jockey Club AI Education Project partnership has demonstrated the value of external collaboration in enhancing language learning and AI literacy. The school will therefore actively explore opportunities for additional partnerships, particularly in the areas of language learning and computational thinking. The AI in Education Committee will lead this exploration, with a goal of establishing at least one new partnership by the end of the first semester.
- Building on the success of this year's PBL Showcase, the PBL Steering Committee will work to incorporate entrepreneurial elements into the framework, enabling students to explore pathways from ideation to real-world implementation. This may include mentorship from industry professionals, the introduction of business planning components, or the integration of pitch-style presentations that simulate real-world funding and approval processes. The cross-school collaboration model will be continued and expanded to include more partner institutions, enriching student learning through broader peer interaction and diverse perspectives.

- **Pedagogical Support and Capacity Building:** Initial feedback from frontline teachers indicated a strong interest in incorporating the new AI labs into their lessons, alongside a request for more structured, hands-on guidance. In response, the school is launching the **Pilot Teacher Program in AI** for the 2026–2027 academic year. A select group of pioneering teachers will receive intensive training and peer support to co-create AI-integrated lesson plans, serving as a core team to lead school-wide pedagogical adoption in subsequent phases.
- **Infrastructure Optimization:** User feedback regarding network performance during peak hours has been noted. The IT team will follow up by closely monitoring the bandwidth distribution of the newly installed Access Points (APs). The next phase of the infrastructure rollout will focus on eliminating remaining Wi-Fi dead zones in specialized rooms and communal areas.
- **Resource Management and App Evaluation:** Following the implementation of the annual evaluation system for digital subscriptions, feedback from subject heads will be compiled in Term 1. Subscriptions with low utilization or minimal pedagogical impact will be phased out, ensuring budget and resources are strategically reallocated to high-performing cloud platforms and AI tools.
- **Algorithm Calibration and Scaling the Uniform Competition:** Feedback from the Student Management Team indicated that the AI uniform check successfully boosted student grooming standards. For the 2026–2027 academic year, the IT team will refine the image-recognition model to increase detection accuracy under varied lighting. The school will also explore expanding this smart monitoring format to other intra-school house and class activities.
- **System Upgrades for G7 Admissions:** Based on feedback from the Admissions Committee, the user interface for the portfolio verification system will be further optimized before the next admission cycle. We will also look into integrating automated email notifications to immediately alert parents if the AI system flags any missing or illegible documents, further speeding up the data-rectification process.

- By addressing the following targeted areas, the school can transform current apprehension into a more integrated, inclusive and informed vision of equipping both teachers and students to thrive in an AI-augmented educational environment.
- Develop and disseminate a clear, school-wide AI acceptable-use policy, co-constructed with teachers to ensure relevance and buy-in, directly addressing the policy knowledge gap and alleviating concerns about academic dishonesty. The AI in Education Committee could further utilize the expertise of Mr. Jake Ren, the Scientist-in-Residence in supporting both staff and students. A key area for development is collaborating closely with subject teachers to co-develop AI-integrated lesson plans. Rather than prescribing generic AI applications, the committee should work alongside teachers to identify subject-specific entry points for AI integration—whether in science simulations, language writing scaffolds, mathematics problem generation, or humanities research support. This collaborative approach respects teachers' disciplinary expertise while introducing them to the pedagogical possibilities of AI in their specific contexts.
- Shift PD focus from tool demonstration to pedagogical application, with emphasis on assessment redesign, prompt engineering for reliable outputs, and strategies for teaching students responsible AI use. While AI is currently underused for assessment and feedback, this represents a significant opportunity. PD should explore how AI can support personalized feedback at scale, generate differentiated materials for diverse learner needs, and provide low-stakes practice opportunities for students. Teachers need practical demonstrations of how to integrate these capabilities without increasing their workload—a concern frequently raised in the survey.
- Create structured opportunities for peer observation and sharing, leveraging the seed teacher model to build a sustainable professional learning community around AI integration. Periodic school-wide events—such as a "Digital Learning Showcase" or "AI in Action" exhibition—could feature seed teachers presenting their AI-integrated units to colleagues from other departments. These events foster cross-pollination of ideas, reveal common challenges and solutions across disciplines, and build collective momentum around AI integration.

• Regularly reassess teacher confidence and needs through follow-up surveys or focus groups, ensuring that PD offerings remain responsive to evolving challenges and priorities. Based on reassessment data, PD offerings should be iteratively refined. This might mean shifting focus from one tool to another, introducing new workshop topics, adjusting the format of sessions, or scaling successful approaches. An adaptive, responsive PD model ensures that support remains relevant and impactful as the AI landscape—and teacher needs—continue to evolve. • To consolidate the momentum generated by the AI Symposium and translate its insights into sustained pedagogical practice, the school has implemented a series of strategic actions beginning with the establishment of a cross-departmental AI Integration Working Group (i.e. AI in Education Committee) tasked with synthesizing the key takeaways and developing a phased action plan for embedding AI tools across the curriculum. A tiered AI Pedagogy Pilot program will be organized in the first semester of 2026–27, differentiated to support teachers at varying stages of their AI integration journey and complemented by peer-mentoring partnerships to ensure school-wide dissemination of learning.
• First, opportunities for sharing interdisciplinary projects among staff will be enhanced to ensure that valuable cross-curricular insights and innovative practices are disseminated more effectively. The rescheduling of subject meetings this year has limited opportunities for showcasing interdisciplinary work, reducing the exchange of best practices compared to previous years. To address this, the AA Team will reinstate and strengthen structured sharing practices to enable departments to upload project briefs, teaching materials, and student outcomes, promoting accessibility, collaboration, and continuous improvement. Regular virtual showcases and asynchronous sharing will be scheduled to accommodate the demands of subject meeting schedules while ensuring that interdisciplinary innovations are celebrated and learned from across the school. • To deepen data-driven teaching impact, the AI in Education Committee is exploring several avenues such as collaborating with external organisations or soliciting the expertise of Mr. Jake Ren to develop 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. • To sustain innovation and promote continuous improvement, ongoing investment in professional development will remain a priority. Future sessions will focus on advanced AI applications in education, ethical considerations surrounding AI use, and practical classroom integration strategies. Teachers will be encouraged to share experiences and best practices through internal showcases and peer-led workshops, fostering a collaborative and reflective professional culture. A tiered professional development model will be maintained, offering differentiated pathways for teachers at varying stages of their technology integration journey, ensuring that all staff are supported in building confidence and competence in emerging technologies.
• **Validating Our Progress:** Continuous positive feedback gathered from parents, students, and teachers affirms that our strategic focus on technology and open access is successfully fostering a dynamic, inclusive, and forward-thinking reading culture across all grade levels. • **Transitioning from Task-Based to Leisure Reading:** While overall platform engagement is high, some students still view reading through a purely task-oriented lens. To engage reluctant readers more effectively, the school will expand student-driven, interactive initiatives. This includes introducing multimedia-based book reviews, upgrading digital storytelling platforms, and scaling up gamified reading milestones (such as the Readopoly challenges) to spark intrinsic motivation. • **Amplifying Peer Leadership via Digital Media:** Building on the remarkable success of the Library Prefects' book-sharing sessions during school assemblies, we plan to extend their reach beyond the physical assembly hall. By recording these presentations and broadcasting them via Campus TV or online school platforms, we can establish an "anytime, anywhere" digital recommendation hub. This ensures absent students are included, allows peers to browse content at their own pace, and cements our Prefects' roles as prominent digital reading ambassadors.

- **Integrating E-Reading into Daily Coursework:** To capitalize on the massive popularity of our digital ecosystems, the library will partner with English and Chinese language teachers to curate subject-specific assignments tied directly to the SORA and SJRC platforms. Embedding digital text requirements directly into the curriculum ensures that e-reading becomes a purposeful, seamless component of students' daily learning routines.
- **Operational and Scheduling Adjustments:** Reflecting on the communication bottlenecks experienced during the Literary Festival, more effort will also be put into promoting the academic weeks beforehand instead of relying on the PA system. More competitive and interactive activities will be planned next year.
- **Targeted Collection Growth:** To ensure the Learning Commons remains a relevant, high-traffic hub for student success, regular procurement efforts will prioritize two distinct areas: up-to-date, high-demand reference materials for senior examination tracks (HKDSE, GCSE, and A-Level) alongside fresh fiction and non-fiction titles selected directly from student wishlist submissions.

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	○ Incorporate interactive and multimedia technologies across all subject areas to enhance student engagement and learning ○ Encourage project-based, collaborative, and personalized learning opportunities that leverage digital tools and resources ○ Enhance students' performance through targeted digital and AI-driven interventions, with a focus on improving language proficiency	• Interactive and multimedia technologies are frequently used in classroom activities. • Increased student participation and enthusiasm in lessons using multimedia tools. • Project-based learning activities are included in at least 70% of the subjects. • Students regularly work in groups, with at least 70% of students reporting positive collaborative experiences. • Personalized learning activities using digital tools and resources are seen in at least 70% of the subjects. • Writing proficiency improves, with 60% of students showing progress in AI-evaluated assignments	• SOW • School-based survey • Lesson observation • Assignment inspection • AI platform analytics • Partnership agreements	• All subject panels • IT Team • ADC • AI in Edu Team	• IT facilities and related platforms/apps • EDB grants for promoting self-directed learning for Chinese and English

		• At least one partnership with an external organization is established to enhance language learning			
Provide extensive professional development for teachers to effectively integrate technology into their teaching practices	○ 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. ○ Provide professional development opportunities for teachers to stay informed about emerging educational technologies and their applications in the classroom	○ Organise an education symposium on the latest development of the use of AI in Education. • Achieve at least 70% teacher attendance in the education symposium related to AI. • Over 70% of participants report improved confidence and skills in using educational technologies. • At least 70% of attendees show a positive response regarding the relevance and quality of the training related to educational technologies. • Offer at least one professional development opportunities per year focused on emerging technologies. • At least 70% of teachers report they feel confident integrating technology into their teaching practice.	• PD attendance and record • Evaluation feedback from participants of the PD programmes offered • School-based survey	• PD Team • IT Team • AI in Edu Team	•
Explore innovative educational technologies, such as virtual/augmented reality, coding, and data analytics, to enhance the learning experience and foster interdisciplinary collaboration	○ Pilot and evaluate the use of emerging technologies, such as VR/AR, to create immersive and engaging learning environments ○ Utilize the technology of AI to conduct data analysis to inform personalized learning, identify learning difference, and optimize teaching and assessment	• At least 2 emerging technologies are adopted in learning activities and students are engaged in these activities • Students' learning performance is analysed through AI-drive data • At least 2 collaboration opportunities for teachers and/or students with	• Evaluation of collaboration held • AWAP Evaluation • School-based survey • SHS • APASO • Teachers' observation	• All Subject Panels • IT Team • AI in Edu Team	• VR/AR technology • Resources provided by external parties such as universities and technology companies

	practices ○ Collaborate with technology companies, universities, and educational institutions to access the latest innovations and resources ○ Subjects implement interdisciplinary collaboration and the related learning experiences are enhanced through the use of technology	technology companies, universities and educational institutions • All subjects implement interdisciplinary collaboration and technology is used to enhance the learning experiences			
Enhance reading engagement and strengthen the reading environment through innovative technology integration	• 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. • Expand access to diverse • Chinese ebooks and audiobooks via digital • platforms to encourage Chinese reading • 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. • Encourage students to create and share their own stories using digital storytelling platforms and/or apps, fostering creativity and	• 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 • 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 • More students borrow/access e-books or audio books • Chinese Audio books to be shared during DEAR time at least twice each term • Library Prefects create and share their own stories using digital storytelling platforms and/or apps, and their works are shared within the school community • Increased percentage of students agree reading activities held can nurture	• Record of accessing E-books and audio books • Variety of e-reading materials provided • Activities on online book sharing platform, digital storytelling platform/apps or related activities	• AI in Edu Team • Reading & Library Affairs Team	• e-book platforms • online book sharing platform • digital story telling platform/app

	strengthening the reading atmosphere	their reading habit			

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

Feedback and follow-up actions from the academic year of 2025-2026
1. Break Down Departmental Silos through Interdisciplinary Synergy While individual departments have successfully introduced National Security Education (NSE) elements, the next step is to move away from isolated efforts toward logical, natural cross-departmental pairings. ● **Action:** Establish a shared **Interdisciplinary Theme** where complementary subjects co-deliver related concepts. For example, **Geography and Chinese History** can naturally link the study of ancient water engineering (like the Lingqu Canal) with modern ecological protection and resource security. **2. Move from Standalone Events to Curriculum-Embedded Learning** One-off activities (such as quiz competitions, field trips, or exhibitions) should not sit outside the core academic program; they must be woven directly into daily learning. ● **Action:** Ensure all experiential learning functions as a direct extension of the classroom. For example, instead of treating the *"Tram Ride Through Time"* as a separate excursion, embed its local observations directly into the history curriculum as primary source data for classroom analysis and assignments. **3. Formalize and Sustain Strategic Institutional Alliances** To maintain curriculum rigor and keep learning materials authentic, the school could strengthen long-term institutional relationships. ● **Action:** Formalize sustained partnerships with the Education Bureau (EDB), local universities, and key cultural institutions. This ensures our teaching staff receive regular, direct access to professional development and the latest pedagogical resources. **4. Foster Student Ownership and Agency** For national identity to become an organic part of school culture, students must transition from passive listeners to active participants. ● **Action:** Expand student leadership roles within civic and cultural programs. Empower students to help organize key milestone activities, co-design cultural presentations, or lead peer discussions, turning top-down learning into a peer-driven experience.
• Assemblies were impactful but sometimes overloaded. Introducing short, structured reflection segments (e.g., 5-minute peer discussions or journaling) after each major assembly would help students internalize values more deeply. • Formalizing peer mentoring and embedding service-learning projects would sustain wellbeing impact. Launch a “Student Leaders as Mentors” programme where SSC leaders guide juniors in wellbeing campaigns, or sustainability projects. • Implement the recommendations on the PIE of our school’s holistic approach in our value education

• Physical health initiatives were strong, but emotional wellbeing needs deeper embedding. Formalize a peer-mentoring programme tied to wellbeing campaigns (nutrition awareness, stress management, cultural bonding). This would reinforce SHS survey results showing strong parent/student confidence in moral character development and sustain the credibility of Happy Campus and Caring Campus awards.
• **Finalizing Platform Customization and Initiating the Formal Curriculum Integration:** Our immediate operational priority moving into the next academic cycle is to conclude the individualization phase of the **GRWTH platform**. The school will ensure that all specific CLAPS criteria, automated AI tracking algorithms, and evidentiary upload channels are fully calibrated against the EDB's Multiple Intelligence (MI) parameters. Following this pilot configuration phase, the framework will be officially integrated into the formal core curriculum, commencing with a phased structural rollout across the middle school division (Grade 5 and Grade 6) to establish strong learning continuity. • **Deploying Teacher Professional Development and Facilitation Frameworks:** To successfully realize the strategy of providing structured training for educators, the school will design and host a series of specialized staff capacity-building workshops. These sessions will equip class teachers and panel heads with the pedagogical tools necessary to design, facilitate, and accurately validate CLAPS-based learning experiences. Attention will be dedicated to training staff on how to interpret the AI-generated student profiles, allowing them to provide data-driven feedback that helps students address their specific developmental strengths and weaknesses. • All future activities mapped under the CLAPS pillars could consider featuring pre-activity intention-setting and post-activity reflection tasks (such as digital portfolio logs or brief peer-sharing presentations) to ensure qualitative growth translates into long-term character development.

Targets	**Strategies**	**Success criteria**	**Means of evaluation**	**Action taken by**	**Resources required**
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.	• 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 • Encompass the traditional Chinese cultural ideology in the designing and planning of the school- based value education curriculum so as to empower students to	• Students' participation rate and feedback in these activities is higher than that of the previous year • Students' participation in external competitions or nominations for relevant external awards have increased. • 80% of the teachers opined that the school leads collaboration among subject panels and committees to implement	• KPM, SHS, APASO • School-based year-end survey • Records on students' achievement • MCE, LE and NSE L&T materials	• MCE, LE, NSE and Global Citizenship and relevant L&T Panels • OLE Committee	• Relevant Grants • Activity Cost

	navigate challenges with • resilience and cultivate holistic well-being.	values education • 80% of the students and parents opined that the school helps students develop good moral character inside and outside the classroom			
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	• Provide training and support for teachers to design and facilitate CLAPS-based learning experiences • Integrate CLAPS elements into the existing curriculum extracurricular activities and assessments to ensure a balanced and holistic approach.	• Teachers are provided with relevant CLAPS training • CLAPS is integrated into the curriculum of relevant subjects	• Training records • Year-end reports of relevant KLA	• Academic coordinator of PBL • OLE Committee • Relevant subject Panel heads	• Space for Teachers' PD • Scholarship for service learning

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

Feedback and follow-up actions from the academic year of 2025-2026
• **Co-Development of the AI Pearl Educational Toolkit:** Building upon the success of the *Pearl Nurturing Project*, the school will expand its collaboration with *Pearl Discovery* in the 2026–2027 academic year to develop an innovative educational toolkit. This upcoming initiative will integrate advanced AI technology to assist students in monitoring and optimizing the environmental parameters required for growing pearl oysters, further merging ecological science with cutting-edge technology. • **Systematizing Ambassador Training:** The Science Faculty and Gifted Education Team will formalize the training curriculum for the *Carbon Neutrality Ambassadors* next term, enabling them to conduct peer-led environmental audits of classrooms to ensure energy-saving and recycling protocols are consistently met. • **Expanding Data Collection for Green Campaigns:** To encourage greater stakeholder participation, the volume of recyclables collected during festive campaigns will be quantified and published as "carbon reduction scores" on school noticeboards, using gamified data to further drive campus conservation habits.
• **System Fine-Tuning and Calibration:** Initial operational feedback from the pool management and PE staff indicates that while the motion-detection CCTV system adds immense value, the sensitivity settings require fine-tuning to minimize false alerts caused by normal water ripples. The IT and engineering vendors will follow up in Term 1 to calibrate the system for optimal accuracy. • **Staff Training on Surveillance Tools:** Frontline staff and lifeguards will undergo a brief refresher session at the start of the next academic year to ensure they are fully proficient in operating the updated monitoring interface and responding to system notifications.

• **Expanding the AI Learning Assistant Domains:** Following positive student feedback regarding the AI post-class learning assistants, the Academic Committee will collaborate with the *Scientists-in-Residence* in the 2026–2027 academic year to scale this technology. Plans are underway to expand the AI assistant framework into the Humanities and Mathematics domains. • **Nurturing Talents for External Competitions:** The high-performing projects identified during the Term P showcase will be channelled into a dedicated talent pool. In the upcoming term, Dr. Arfeen and the research team will provide targeted mentorship to these selected student groups, refining their projects for participation in large-scale external STEM and innovation competitions.
• **Deepening Reciprocal Sister School Exchanges (Way Forward 2026–2027):** Feedback from parents and partner schools has been overwhelmingly positive. In the upcoming academic year, the school will look to expand this partnership into a reciprocal model, inviting students and educators from our Mainland sister schools to visit our campus for joint-school academic seminars and cultural showcases. • **Enhancing Pre-Departure Instructional Mapping:** To optimize learning outcomes for future study camps, the Chinese Language and Humanities departments will co-develop a structured pre-departure orientation module. This will ensure students possess the necessary contextual knowledge to engage more critically with the historical sites and cultural workshops during the tour.
• **Strategic Promotion and Operational Expansion of the Learning Commons:** To build upon this year's successful launch, the school will initiate a broad-scale internal promotional campaign to maximize student engagement with the new Learning Commons facilities and self-checkout systems. Furthermore, to optimize the space and protect our teaching staff's time, the school will roll out a centralized **Assessment Support Service** within the Learning Commons. This dedicated service will handle the scheduling, invigilation, and collection of all student make-up quizzes and outstanding assessments. By centralizing this pipeline, the school will drastically reduce the administrative workload on individual teachers, eliminating the need for them to make separate, ad-hoc room and time arrangements for students who were absent. • **Targeted Scaling of IELTS Performance Metrics:** As the IELTS integration shifts into its second phase for the upcoming 2026–2027 academic year—introducing *Listening and Speaking* skills to Grade 11 cohorts—the English panel will closely monitor the established success criteria. • **Formalizing a Sport-and-Academic Liaison Protocol to Safeguard Academic Standards:** While individual learning plans and asynchronous Google Classrooms successfully mitigated immediate learning disruptions for elite student-athletes this year, the school will further strengthen the liaison between sports and academics to systematically monitor and maintain rigid academic standards without compromising or hindering students' pursuit of elite sports.

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	○ Implement intelligent building management systems to optimize energy efficiency ○ Organize interdisciplinary projects that connect science, humanities, and the arts	• At least one interdisciplinary project with environmental themes is arranged • At least one Eco-walk tour is arranged for NGOs or other schools	• SOW • AWAP Evaluation • Arrangements of Eco-walk	• All subject panels • Green School Unit/ Environmental Education Team • PD Team	• Facilities and Learning materials to support the Eco-walk

footprint	with environmental themes ○ Collaborate with environmental organizations and government agencies to access the latest green technology and best practices ○ Integrate sustainability education (SDG goals) and environmental awareness into the curriculum and extracurricular activities ○ Engage the school stakeholders, including students, teachers, and parents, in promoting and participating in the green school practices	• Eco-walk tour is promoted to other schools to promote green education • Organize at least two school-wide environmental awareness events • Provide sustainability education training for at least one-third of teachers, enhancing their understanding of this topic			
Ensure that the school's infrastructure and facilities are adaptable to accommodate future educational trends and technological advancements	○ To effectively integrate the Drowning Detective System into the daily operations of the Kwok Yat Wai Sports and Aquatic Complex.	• Develop safety procedures and daily operations guidelines for the Kwok Yat Wai Sports and Aquatic Complex.	• Safety procedures and daily operations guidelines from PE department • Swimming pool operational record	• General Management Team • Campus Management & Development Team • PE Department • AI in Edu Team	
Foster interdisciplinary learning and academic excellence through expert-led initiatives and competitive opportunities	○ Collaborate with experts-in-residence to design advanced, tailored learning schemes for students ○ Identify and nurture high potential students for participation in large-scale competitions and research projects ○ Successful projects to be displayed in Term P to	• At least one advanced scheme for the subjects with an expert-in-residence	• Competition and research participation records • Scheme implementation reports • Teacher evaluations of projects	• Subject panels with experts-in-residence	• Experts-in-residence consultancy • Competition entry fees • Research materials and software

	promote interdisciplinary learning				
Expand global and cultural exposure through partnerships to enhance academic and linguistic immersion	○ Establish sister school partnerships in China to organize immersive Chinese language and cultural study camps during Christmas/Easter	• At least one study camp in China/virtual exchange is organized, with at least 15 students participating • 60% of participants report enhanced Chinese proficiency and cultural understanding	• Study camp/Virtual exchange participation records • Student feedback surveys	• Chinese Panel • OLE Committee	• Travel and accommodation for study camps
Support diverse student needs to ensure academic readiness across demographics	○ Develop study plans for elite athletes and students with external commitments, ○ Incorporate IELTS preparation into the HKDSE curriculum to enhance readiness for international studies ○ Develop clear usage guidelines of Wong Wai Yue Library to maintain a focused learning environment.	• 80% of elite athletes and committed students have study plans followed up by teachers, with 50% meeting academic benchmarks • 50% of G12 DSE students who take IELTS achieve Band 6.5 or higher	• Study plan records • Student progress reports • IELTS results - School-based surveys	• Guidance Team • ADC	• IELTS preparation materials • Peer mentoring resources