

Annual School Plan 2025/26

Major Concern 1: To nurture students with in-depth learning skills for life-long learning in the era of AI

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

- The previous school year demonstrated a notable enhancement in students' academic performance and overall engagement. The strategies implemented to stretch students' potential across different abilities yielded positive results as evident in the improved academic performance and learning atmosphere.
- To further help students strive for excellence and be more proactive, it is important to integrate AI into teaching and learning practices to develop students as a lifelong learner in the era of AI.
- While academic performance improved, some students still struggled with foundation of learning habits and skills. This gap points to the need of more targeted interventions and personalized learning plans and methods to ensure all students can thrive.
- The 3-tier framework is effective in promoting STEAM education. Yet, in an ever-changing world, it is important to get our students prepared to bring knowledge and skills to solve problems, and a more interdisciplinary learning approach and enhancement of arts components are to be done to further enrich students' learning experience and core STEAM-related skills.

Intended Outcome / Target (1):

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
To strengthen students' foundation of learning habits and skills so that they can establish diverse and	• To invite / partner with external parties to provide AI training sessions for teachers so that some departments can start to integrate the application of AI in their teaching and student assessment	• Students demonstrate good use of generic information literacy skills • Students demonstrate higher order learning	• SHS • APASO • Students' assignments / projects	Whole year	• Staff Development Committee • IT Committee • Academic Committee	School funds EDB grants

individualized learning methods in the era of AI	• To give talks to students on the use of AI in academic learning during assembly/ morning program • To organize sharing sessions for students on essential learning habits and skills such as time management, error analysis, information synthesis and questioning techniques so that students can further internalize the practices in their learning • Some departments work on peer teaching to promote students' deep learning • To arrange student sharing sessions to promote individualized learning methods	- skills in their learning outcomes • Students establish an improved learning habits • Most students demonstrate an effective and ethical use of information in their studies	• Students' reflection • Students' performance in lessons • Teachers' observations and feedback in department and committee annual reports		• Department and Committee heads	
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Intended Outcome / Target (2):

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
To encourage students to apply the 5Cs (critical thinking, creativity, communication, collaboration and current issues) in their learning	• To display posters and info-graphics related to the 5Cs across the campus to enhance the learning atmosphere • Academic VP and the Academic Committee to coordinate with departments to integrate the 5Cs into curricula and assessments so that a balanced application of the knowledge and skills can be achieved	• Students agree that the 5Cs are important in their learning • Students demonstrate satisfactory performance in the application of 5Cs in their assignments, lessons and activities	• Students' assignments / project work • Exam papers • SHS • APASO • Teachers' observations and feedback in	Whole year	• VP • Academic Committee • PSHE and Science KLAs coordinators • Department heads	School funds

	• Departments to include critical thinking and current issues in their teaching • To fine-tune the S2 PSHE and S3 Science project learning, adding 5Cs assessment rubrics • To nominate and coach students for external 5Cs-related activities and competitions		department and committee annual reports			
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Intended Outcome / Target (3):

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
To enhance students' research methods and design thinking skills in STEAM education	• To teach junior form students various research methods and design thinking skills in STEAM subjects • To require students to apply these skills in STEAM projects and competitions • To integrate the arts components in the STEAM education • Students to share their learning experiences to different stakeholders	• Most students agree that their research methods and design thinking skills have improved • Students demonstrate satisfactory creativity, critical thinking and problem-solving skills and good application of IT skills in their learning outcomes • Students demonstrate the values of	• Students' assignments / projects • Students' reflections • Teachers' observation and feedback • APASO	Whole year	• Music Department • ICT Department • STEM Committee • Science and Math departments	IT Lab fund QEF

		patience, adaptability and care in their learning process				
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Major Concern 2 To cultivate a supportive and growth-focused learning environment that nurtures students' well-being

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

- Students actively participated in activities and programs promoting the Christian value of “empathy”, demonstrating a deeper understanding of this principle. However, feedback indicated that the school should continue to enhance students’ perseverance. To better integrate Christian value and nurture perseverance, a more structured support system will be implemented.
- The measures to help students strengthen their sense of national identity and resist societal temptations and unhealthy influences were commendable. Nonetheless, to empower students to embrace challenges more effectively and develop a stronger sense of self-efficacy, the school will focus on enhancing overall well-being of students. This will involve fostering a supportive and growth-oriented learning environment where students feel valued and empowered. Additionally, a variety of diverse programs will be introduced to promote a healthy lifestyle, incorporating physical and aesthetic activities.

Intended Outcome / Target (1):

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
To nurture students’ Christian value of patience (忍)	• Student Support VP to coordinate with related departments /committees to integrate Christian value into their curriculum	• Most students agree that they have a better understanding of the Christian value	• APASO • Students’ reflections	Whole year	• VP • REAC	School funds

耐)	• To nurture patience through sharing sessions in morning program/ assembly • To use reading broadcasts and book sharing sessions to promote the value of patience • Teachers to share hymns / Bible verses in assembly and religious activities	• Students demonstrate a satisfactory performance of the spirit of patience in their learning process and daily life	• Students' assignments / Student work • Teachers' observations and feedback in department and committee annual reports		• Related committees/ departments	
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Intended Outcome / Target (2):

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
To empower students to embrace and apply a growth mindset, fostering resilience and continuous improvement in learning	• To arrange talks on growth mindset at assembly / workshop / seminar for teachers, students and parents • To organize related thematic events to help students embrace challenges in life • To fine-tune the i-File contents by including a "Growth Mindset Challenge" and invite students to do sharing in class • To organize different activities to broaden students' life experiences	• Most students agree that they have a better understanding of growth mindset • Students demonstrate the application of growth mindset in their learning and daily life	• SHS • Students' reflections • Teachers' observations and feedback in department and committee annual reports	Whole year	• Counseling and Guidance Committee, • ECA Committee • Moral, Civic and National Education Committee	NGOs

					• Related departments	
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Intended Outcome / Target (3):

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
To enhance student well-being by implementing sustainable care practices that support their physical, mental and social development	• To collaborate with NGOs to promote mental health at school and teach students techniques of stress management and relaxation • To enhance peer support and unity among students in class ethos building • To set up a “Relaxation Room” for students to rest and relax • To review the amount and schedules of assignments and quizzes in junior forms • To review the PE curriculum to encourage students’ to do more regular exercises	• Students show an alleviation of negative emotions and a positive sense of well-being • Students agree that they have acquire some techniques of coping with stress • Some students agree that they have an increased engagement in physical exercises • Satisfactory percentage of students express that they feel connected with others and the school	• SHS • APASO • Students’ reflections • Teachers’ observations and feedback in department and committee annual reports	Whole year	• Counseling & Guidance Committee • Form Committee • PE Department • Academic Committee • Student Support Team • Related departments	NGOs School funds