



Arts & Technology Education Centre

Annual School Plan

2024/25

Vision

To become an outstanding education centre that provides a student-oriented curriculum in arts and technology which aims at satisfying the needs of secondary students in their quest for an all-round education.

Mission

To foster a close relationship with partner schools in order to develop a school-based and student-oriented curriculum for the quality education of our students; and to encourage professional development of our staff for the enhancement of arts and technology education.

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Major Concerns

- 1. To develop students' 21st century skills for dynamic challenges through a holistic learning environment**
- 2. To foster students' holistic development by instilling proper values, and promoting their mental and physical well-being**

Major Concern 1: To develop students' 21st century skills for dynamic challenges through a holistic learning environment.

Feedback and follow-up actions from the previous school year (i.e. 2023/24 school year):

The positive feedback received from teachers and students regarding targets of Major Concern 1 in the last school development cycle indicates the successful implementation of interactive learning activities, efforts to unleash students' creativity, and the enhancement of the viability of carrying out STEAM education in our Centre. In this school development cycle, we will implement a student-centred approach. This objective is based on the idea of promoting interactions between students and teachers, with students being placed at the forefront of their own learning journey. By fostering self-confidence, motivation, and learning skills, students will be empowered to take ownership of their learning, resulting in more meaningful interactions with teachers and peers. In addition, we will focus on empowering students as innovators, which directly correlates with fostering creativity. By providing opportunities for students to tackle real-world problems, collaborate with their peers, and think critically to find solutions, we will nurture their creative thinking abilities and prepare them to become innovative problem-solvers.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<p><u>1.1</u> To implement a student-centered approach to education promoting self-confidence, motivation and learning skills</p>	<p>a. To fine-tune the centre-based curriculum to incorporate principles of project-based learning, and other student-centred approaches that promote active engagement and critical thinking</p> <ul style="list-style-type: none"> To review the existing curriculum to identify areas where project-based units or modules can be integrated, aiming at enhancing learning motivation, creativity, problem-solving abilities, collaboration, and other generic skills. To develop a repository of resources, to support teachers in respective subject departments in implementing project-based learning. 	<ul style="list-style-type: none"> 80% of teachers agree that students become more engaging and participate more actively in learning activities, and their learning skills including critical thinking, problem-solving, and collaboration are enhanced. The average scores related to students' 	<ul style="list-style-type: none"> Stakeholder survey Teachers' observation Surveys and feedback from students and teachers Lesson observation Assignment Inspection Record of students' participation in competitions 	Whole School Year	All teachers	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>b. To empower students by providing opportunities for competitions and display of their talents</p> <ul style="list-style-type: none"> To encourage students to participate in competitions in various disciplines that foster self-confidence and learning skills. To celebrate and showcase students' talent by displaying their work in classrooms and other appropriate settings. <p>c. To employ varied assessment methods and provide continuous feedback for promoting assessment for learning and self-reflection in learning.</p> <ul style="list-style-type: none"> To improve the quality of assessment practices and provide students with regular & effective feedback, encouraging students to become reflective learners. To provide opportunities for students to engage in peer review activities and utilise self-assessment tools, encouraging them to assess their own learning progress, identify areas for improvement. 	<ul style="list-style-type: none"> confidence and learning motivation are above 3 in Stakeholder Surveys. Students become more self-reflective in learning. 				
<p><u>1.2</u> To empower students as innovators through fostering problem-solving skills, creativity and collaboration</p>	<p>a. To infuse principles regarding STEAM education across various subjects, offering students a comprehensive grasp of its applications across disciplines</p> <ul style="list-style-type: none"> To coordinate cross-subject STEAM collaboration by STEAM Education Committee. 	<ul style="list-style-type: none"> 80% of teachers agree that there is an increase in students' engagement in STEAM-related activities/ projects, and 	<ul style="list-style-type: none"> Stakeholder survey Teachers' observation Surveys and feedback from students and teachers 	Whole School Year	All teachers	ESCBG

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
skills	<p>b. To foster professional development for enhancing the efficacy of STEAM education</p> <ul style="list-style-type: none"> • To promote teacher participation in professional development programmes on STEAM education • To facilitate the exchange of insights among teachers via departmental meetings and inter-disciplinary collaboration for the sharing of experiences and strategies related to STEAM education <p>c. To ignite students' passion for innovation and creativity by enriching their learning experience and resources</p> <ul style="list-style-type: none"> • To allocate resources towards acquiring STEAM equipment and educational materials to enhance hands-on learning experiences and facilitate active exploration in STEAM fields • To provide students with opportunities to participate in STEAM-related activities and competitions, such as STEAM fairs, to showcase their work and share their learning experience 	<p>improved performance in problem-solving tasks and creative endeavors.</p> <ul style="list-style-type: none"> • Enhancement in students' collaboration within interdisciplinary projects is observed. 	<ul style="list-style-type: none"> • Lesson observation • Assignment Inspection • Record of students' participation in competitions 			

Major Concern 2: To foster students' holistic development by instilling proper values, and promoting their mental and physical well-being.

Feedback and follow-up actions from the previous school year (i.e. 2023/24 school year):

The positive feedback received from teachers and students regarding targets of Major Concern 2 in the last school development cycle indicates the successful implementation of nurturing students to think and act positively and instilling core values in them, deepening their understanding of Chinese culture, as well as efforts to create a grateful and caring school culture. In this school development cycle, ensuring that values education is integrated into our curriculum and school culture remains a priority for us. We firmly believe in nurturing our students' national identity, moral compass and ethical framework as fundamental aspects of education. By consistently modelling and reinforcing values such as integrity, respect, and compassion, we aim to help our students develop into responsible, ethical citizens who positively contribute to society. Additionally, we will focus on fostering students' mental and physical well-being by promoting a balanced and healthy lifestyle, facilitated by the cultivation of a caring and supportive school culture. When students experience an inclusive school environment while prioritising their well-being, they develop the necessary skills to interact with their peers and the broader school community with empathy and kindness. In addition, positive self-image and emotional resilience can further be nurtured.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<p><u>2.1</u> To instill proper values, positive attitudes, and appropriate behavior in students through a values-based curriculum and school culture</p>	<p>a. To instill proper values of National Identity (國民身份認同), Respect for Others (尊重他人), and Commitment (承擔精神) through a variety of teaching and learning activities, talks, and co-curricular programmes</p> <ul style="list-style-type: none"> To incorporate the values of the school year into curricula, lesson plans and activities, and also conduct short talks on these core values during assemblies, fostering a consistent and pervasive culture of priority values within the school community To organise a slogan design competition centred on the values of the school year, 	<ul style="list-style-type: none"> 60% of students and teachers acknowledge an observable enhancement in the embodiment of core values, including National Identity, Respect for Others, and Commitment among students. The average scores related to 	<ul style="list-style-type: none"> Stakeholder survey APASO (KPM17) data from Partner Schools Teachers' observation Surveys and feedback from students and teachers Record of students' participation in 	Whole School Year	Discipline & Guidance Committee, Subject Departments and Functional Teams	ESCBG

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>aimed at encouraging students to embrace reflective thinking. Awarded slogans will be displayed to further foster the cultivation of core values in students.</p> <p>b. To nurture an understanding and appreciation of Chinese culture through an experiential and informal curriculum for promoting cultural inheritance and national identity</p> <ul style="list-style-type: none"> • To infuse elements of Chinese culture into the curricula across multiple disciplines, such as offering avenues for creating artworks using traditional handicraft techniques for understanding and exploring Chinese arts and design, learning of traditional Chinese dishes and Chinese mending, and experiencing traditional Chinese music like Chinese opera. • To organise cultural activities showcasing different aspects of Chinese culture such as Chinese tea ceremony, cuisines, calligraphy, painting and handicrafts, and visits to cultural heritage sites. • To coordinate a school mural project that involves students in creating murals that highlighting elements of Chinese culture and core values through art project. 	<p>instilling students with positive values and attitudes are above 3 in Stakeholder Surveys.</p> <ul style="list-style-type: none"> • 60% students agree that the strategies adopted are effective in promoting their understanding and appreciation of Chinese culture. 	<p>activities of Students' positive and negative behaviour</p> <ul style="list-style-type: none"> • Record of Students' positive and negative behaviour 			

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>c. To implement systems for recognising and rewarding student positive behavior for reinforcement and encouragement</p> <ul style="list-style-type: none"> • To recognise and celebrate positive behaviour in students through a school-wide acknowledgment programme “Star Students Awards”, publicly acknowledging students who exhibit exemplary behavior • To encourage peer-to-peer recognition by enabling students to nominate their classmates with commendable conduct for reinforcing positive behavior, as well as fostering a sense of community and teamwork among students • To reinforce the values of the school year among students by recognising classes that consistently uphold positive attitude and behavior 					
<p><u>2.2</u> To foster students’ mental and physical well-being by promoting a balanced and healthy lifestyle</p>	<p>a. To cultivate students’ mental well-being through diverse means and endeavors</p> <ul style="list-style-type: none"> • To incorporate mindfulness into daily routines or targeted classes, integrate activities such as meditation and deep breathing exercises into lessons which aid students in stress management and enhance concentration • To provide opportunities for students to articulate their emotions through artistic 	<ul style="list-style-type: none"> • 60% of students and teachers acknowledge an increased understanding of mental health issues among students and development of better emotional 	<ul style="list-style-type: none"> • Stakeholder Survey • APASO (KPM17) data from Partner Schools • Teachers’ observation • Surveys and feedback from 	Whole School Year	All teachers	ESCBG

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>channels, including visual artwork creation and song composition that reflect their feelings and experiences, thereby creating a healthy outlet for emotional expression and a platform for acknowledgement of their efforts</p> <ul style="list-style-type: none"> To promote a caring school culture through programmes that enhance mental health literacy, and mutual support and appreciation among students. <p>b. To integrate nutrition education into curriculum of Technology and Living, emphasising the significance of balanced diets and healthy cooking practices, and to motivate students to delve into culinary arts as a way to foster healthy eating habits</p> <ul style="list-style-type: none"> To assign projects that task students with devising nutritious meals within budget constraints or dietary limitations fosters creativity and exploration of diverse culinary methods To organise cooking competitions in which students can showcase their culinary skills while adhering to nutritional guidelines, and to provide feedback and recognition for innovative and healthy meal creations <p>c. To implement staff professional</p>	<p>regulation and stress management skills.</p> <ul style="list-style-type: none"> The average scores related to promoting a caring and supportive school culture are above 3 in Stakeholder Survey. 60% students agree that the strategies adopted are effective in promoting healthy eating habit, contributing to the enhancement of physical well-being among students. 	<p>students and teachers</p> <ul style="list-style-type: none"> Record of students' participation in activities 			

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>development programmes for empowering their support to students' well-being</p> <ul style="list-style-type: none"> • To organise staff wellness programmes to promote self-care among all teaching staff, thereby creating a supportive environment within the school • To conduct training workshops for teachers to strengthen their skills in recognising and addressing students' mental health concerns, including incorporating mindfulness exercises and relaxation techniques in classroom 					

Use of Capacity Enhancement Grant 2024 – 2025

Area: Employment of THREE Full-Time Staff: 3 Teaching Assistants

Task Area	Major Areas of Concern	Strategies/ Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method of Evaluation	People in Charge
Learning and Teaching	<ol style="list-style-type: none"> To relieve teachers' workload by assisting in the development of the school-based curriculum, preparation of teaching materials, and performing non-teaching duties. To provide more learning opportunities for students. To alleviate teachers' workloads, enabling them to focus more on addressing learner diversity. 	<p>Employment of</p> <p>3TAs: Teaching Assistant</p> <p>For 4 Departments</p> <p>They will also assist in the work of the Library and other duties assigned by school.</p>	<ol style="list-style-type: none"> Teachers receive support in the development of the school-based curriculum and the revision of teaching materials to cater for learner diversity, promote e-Learning, and enhance STEAM Education. Both teachers and students receive support in the implementation of life-wide learning activities and co-curricular programmes. Teachers are relieved from some of their non-teaching duties. 	Sept. 24 to Aug. 25	<p>Salary + 5% MPF of NCSC staff for the academic year</p> <p>3 TAs: \$18,895 x 1.05 x 12 m x 3 = \$714,231</p> <p>TOTAL: (salary adjustment: +4.0%) = \$742,800</p>	<ol style="list-style-type: none"> Teachers have more time to develop the curriculum and prepare teaching materials to cater for learner diversity and promote e-learning. Students show increased interest in learning. 	<ol style="list-style-type: none"> Feedback from teachers Performance appraisal of teaching assistants 	<ol style="list-style-type: none"> Assistant Principal Heads of Departments: DT, TL, VA, MU
					<p>Remarks:</p> <p>Sources of Funding:</p> <p>Capacity Enhancement Grant 2024-2025: \$445,778</p> <p>Other Education Purpose 2024-2025: \$197,821</p> <p>Teacher Relief Grant 2024-2025: <u>\$ 99,201</u></p> <p>Total: \$ 742,800</p>			