Evaluation of Annual School Plan 2024/25

Achievements and Reflection on Major Concerns; Feedback and Follow-up

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

Achievements

The centre's holistic approach to cultivating students' 21st century skills has yielded promising and measurable outcomes. Student and teacher feedback highlight progress in key areas like problem-solving, collaboration, creativity, and self-reflection—skills vital for today's fast-changing world.

One key outcome has been the curriculum's impact on student motivation and core skill development. About 65.8% of students reported growth in their motivation, creativity, problem-solving abilities, collaboration, and self-confidence — the highest-rated response in the student survey. This is evident across departments: Music has engaged students in group projects and inter-school competitions, boosting public performance confidence; Design and Technology has fostered collaboration and critical thinking through real-world projects like bridge and glider contests; Visual Arts has promoted artistic expression and teamwork via themed workshops and competitions. Meanwhile, 100.0% of teachers confirmed curriculum adjustments to include project-based and student-centered learning. In addition, 64.0% of students felt their unique talents were recognized and celebrated, aligning with 95.2% of teachers affirming they showcase student work. Centre-wide practices such as Open Day exhibitions (Music), award ceremonies (Technology and Living), art displays (Visual Arts), and peer appreciation sessions (Design and Technology) further build student pride and confidence.

Efforts to nurture reflective learners have yielded positive results. 62.4% of students said they received regular, helpful feedback, and 60.6% engaged in self- and peer-assessment. 95.2% of teachers observed improved assessment quality and feedback practices, and 100.0% offered self- and peer-assessment opportunities. This is backed by department practices: Music aligns assessments with HKDSE standards and includes post-evaluation reviews; Technology and Living employs timely oral feedback and written reflections to build critical thinking; Design and Technology emphasizes iterative approach that encourages resilience and refinement; and Visual Arts offers structured vocabulary and in-class evaluations to nurture metacognitive skills. These practices are instrumental in nurturing students' capacity for self-regulation and lifelong learning — core hallmarks of 21st century readiness.

The integration of STEAM education across departments has deepened interdisciplinary learning and enhanced student engagement. 85.7% of teachers adopted STEAM practices, with 81.0% observing increased student participation. Notable projects include AI-integrated music creation, laser-engraved leather tags in Technology and Living, and AI car programming in Design and Technology. Visual Arts embedded STEAM through wireless power cake designs, ScanCut fabric printing, and LED-lit fashion, illustrating strong curriculum alignment. Additionally, 95.2% of teachers reported improvements in students' performance on problem-solving tasks and creative endeavors. Departments also invested in resources like computer embroidery machines, iCars, and light guides to enhance hands-on learning. Teachers participated in professional sharing, STEAM training, and interdisciplinary collaboration, reinforcing pedagogical innovation. Student participation in workshops and competitions further cultivated creativity, critical thinking, and applied skills. These efforts collectively demonstrate the centre's strong commitment to providing holistic, high-quality STEAM education rooted in real-world application.

Parental feedback from the stakeholder survey affirms the initiative's success. There have been noticeable gains in parents' perceptions of their children's enthusiasm and initiative in learning, with 2.4% and 3.4% increases, respectively. Parents also reported significant improvements in respectfulness, social skills, and life skills. The centre's focus on competitions and public showcases — such as Technology and Living's culinary contests and Visual Arts' exhibitions — not only nurtures students' capabilities but also strengthens home-centre connections, which is reflected in parental engagement rising by 3.8%. This suggests the holistic vision is extending beyond the classroom, fostering a supportive ecosystem that involves families in celebrating student growth.

Teacher data from stakeholder survey provides perhaps the strongest validation of systemic alignment with the centre's vision. Rising percentages in areas such as clear developmental direction (+6.7%), collaborative implementation (+6.8%), and systematic evaluation (+5.6%) highlight that the institutional framework for holistic education is solidly in place. Gains in curriculum breadth and balance (+6.8%), healthy lifestyle education (+8.0%), and strategic learning experiences (+6.0 %) further affirm the centre's commitment to embedding 21st century competencies across its educational offerings. This is echoed in the cross-departmental collaboration evident in projects like the LED glowing shirt (Design and Technology and Visual Arts) and apron designs blending calligraphy and design (Technology and Living and Visual Arts), as well as in teacher development through inter-school professional sharing sessions.

In sum, the collective efforts across departments — supported by teacher collaboration, student engagement, and resource investment — show that the centre's vision is being effectively put into practice. Through hands-on, reflective, and interdisciplinary learning, students are developing key skills such as confidence, creativity, collaboration, and problem-solving skills essential for success in the 21st century.

Reflection

The evaluation also identifies key areas requiring deeper attention to fully realize the goals of student-centered and innovation-driven learning. While foundational habits such as task completion and peer support are strong, more advanced, self-directed skills tied to independent and critical learning — including exploration beyond the classroom, strategic use of learning methods, and goal setting — continue to rank lower. This gap is reflected in department reports: while students actively participate in structured projects and competitions, their engagement in exploratory reading and consistent self-reflection suggests that autonomous and metacognitive practices are still developing. For example, all subjects have implemented self- and peer-assessment, the depth and regularity of student self-reflection need further reinforcement across subjects to nurture lifelong learning habits.

Similarly, the integration of STEAM education is well established among teachers, with 85.7% adopting STEAM principles and 81.0% observing increased student engagement. There have been many successful interdisciplinary projects, such as the LED glowing shirt (Design and Technology and Visual Arts) and AI car programming (IT Lab), which demonstrate strong teacher collaboration and innovative practices. However, despite these achievements, student responses indicate mixed outcomes. Only 54.7% agreed that STEAM concepts are meaningfully connected across subjects and that hands-on experiences have enriched their learning. This suggests that while interdisciplinary projects are being implemented at a high level, students may not always perceive the cross-subject coherence. Students' recognition of these interdisciplinary links remains inconsistent, highlighting the need to make such connections more explicit and impactful at the student level.

Moreover, while teachers demonstrate strong alignment with the centre's strategic aims and have engaged in professional development — such as STEAM training and collaborative workshops — further growth can be achieved through enhanced coordination at the mid-management level. The reports show promising departmental practices, but more systematic, cross-panel coordination will be vital to amplify impact, ensure coherence in interdisciplinary initiatives, and strengthen the overall student learning experience. In addition, since the percentage of teachers who actively participate in systematic training is still low, further training in STEAM education is recommended to build capacity and broaden participation.

Feedback and Follow-up

To build on this year's progress, several actions are recommended for next year to strengthen student ownership of their learning, improve collaboration across subject areas, and reinforce effective collaboration among staff.

First, to strengthen students' self-directed learning, the centre should place greater emphasis on autonomy and metacognition through tailored student-centred approaches that address diverse learning needs and styles. While students engage well in structured projects, skills like independent inquiry, goal-setting, and strategic thinking need further development. Departments can support this by incorporating more frequent reflection, independent inquiry projects, and personal goal-setting into their teaching. Equally important is strengthening the impact of experiential learning by ensuring that real-world applications and project-based tasks are clearly perceived by students as both engaging and valuable. This can be achieved by making explicit connections between classroom tasks and real-life contexts, helping students recognize the relevance of their work. To sustain and enhance the effectiveness of project-based learning, it is crucial to continue implementing such activities while also developing a well-structured, subject-based resource bank. This would provide teachers with accessible, high-quality materials and exemplars to guide consistent practice and support student engagement across disciplines. For instance, in addition to project-based assessments, students could maintain reflective learning journals to document their progress, challenges, and learning strategies. Regular coaching or advisory sessions can further support students in setting and tracking personal goals, reinforcing habits of lifelong learning, self-regulation, and authentic engagement—key attributes for success in the 21st century. To further enhance student development, the centre should encourage and facilitate broader student participation in competitions and public showcases. These experiences will reinforce problem-solving capabilities, build confidence, and improve students' presentation and communication skills.

Secondly, while STEAM integration and interdisciplinary projects have shown success at the teacher and structural level, students' perception of cross-subject coherence remains uneven. To address this, clearer, more explicit connections among disciplines need to be emphasized in both curriculum design and classroom practice. Cross-panel collaborations should not only result in joint projects but also be accompanied by common learning themes, shared vocabulary, and unified assessment criteria that help students recognize the interconnectedness of their learning. For instance, interdisciplinary showcases or reflection sessions where students articulate the cross-cutting skills and concepts they applied can strengthen this coherence. Additionally, expanding collaborative teacher planning time will be vital to sustain these integrative efforts and ensure alignment across departments.

Lastly, to consolidate the gains in teacher collaboration and to address the noted inconsistencies at the middle management level, more structured and systematic cross-panel coordination mechanisms are recommended. Establishing regular cross-departmental steering groups focused on holistic learning initiatives (e.g., self-directed learning, and STEAM integration) can help ensure operational coherence, share best practices, and align efforts across panels. Continued

investment in professional development — especially around STEAM education — will also equip teachers with the tools to refine and sustain transformative practices.

By focusing on these key areas, the centre can move from solid implementation to deeper, more sustainable impact, ensuring that all students are not only equipped with essential 21st century skills but are also empowered as confident, autonomous, and reflective learners ready to navigate dynamic challenges.