Arts & Technology Education Centre

Annual School Plan

2026/27

Vision

To become an outstanding Education Centre that provides a student-oriented curriculum in arts and technology, catering to the needs of secondary school students in their pursuit of an all-round education.

Mission

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

ARTS & TECHNOLOGY EDUCATION CENTRE

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2026/27

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. 2025/26 school year):
During the 2025/26 school year, evaluation feedback indicated that student-centred learning, Assessment for Learning, and STEAM education were well established at the system level; however, their impact on deeper student autonomy, self-regulation, and transfer of learning remained inconsistent across subjects. A key development area is strengthening student ownership of learning. While students are engaged in inquiry tasks and structured activities, their capacity to take initiative, set learning goals, and reflect on progress remains uneven. The centre will therefore focus on embedding greater student agency within current lesson structures by clarifying success criteria, encouraging participation in goal-setting, and strengthening reflective practices. Another focus is improving the transfer and application of learning across subjects and real-life contexts. Although some strong examples of authentic and project-based learning already exist, consistency across the curriculum is still developing. Efforts will be made to strengthen curriculum alignment and share effective practices to ensure more coherent learning experiences. In assessment, formative practices are well embedded, and the next step is to improve how students use feedback. Emphasis will be placed on making feedback more actionable, supporting students to set improvement goals and monitor progress more independently. In STEAM education, innovative and high-quality practices are evident in some departments, yet cross-disciplinary coherence and consistency of implementation remain variable, particularly in relation to authentic, real-world application and interdisciplinary learning. In response, follow-up actions will focus on building on existing strengths by improving cross-departmental consistency and collaboration, including the integration of interdisciplinary learning and emerging AI-related elements. Overall, these follow-up actions aim to enhance the impact of established practices, strengthen student agency, and ensure more consistent and meaningful learning outcomes across the curriculum, supporting deeper understanding and sustained student growth.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1 To implement a student-centered approach to education promoting self-confidence, motivation and learning skills	**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** • To continue refining the curriculum by strengthening project-based learning that promote student ownership through co-constructed inquiry questions, success criteria, and learning outputs, with real-	• 80% of teachers agree that students demonstrate increased engagement and active participation in learning activities, with	• Stakeholder survey • Teachers' observation • Surveys and feedback from students and teachers • Lesson observation	Whole School Year	All teachers	ESCBG

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	world application and clear competency targets (collaboration, critical thinking, creativity), to deepen engagement and support transfer of learning beyond the classroom. • To continue developing a shared repository of teaching resources, exemplars, and planning tools, with a stronger focus on student agency templates (e.g. inquiry scaffolds, reflection tools, and self-regulation frameworks) to support consistent student-centred learning across departments. **b. To empower students by providing opportunities for competitions and display of their talents** • To expand student participation in subject and interdisciplinary competitions, with greater emphasis on student-led preparation and independent problem-solving to strengthen ownership of learning. • To enhance opportunities for showcasing student talents through exhibitions, performances, classroom displays, and centre-wide events, with structured reflection and audience feedback to help students evaluate their learning and articulate growth. **c. To employ varied assessment methods**	noticeable improvements in critical thinking, problem-solving, and collaboration skills. • The average scores related to students' confidence and learning motivation are above 3 in Stakeholder Surveys. • Students show greater self-regulation and self-reflection in their learning processes.	• Assignment Inspection • Record of students' participation in competitions			

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	and provide continuous feedback for promoting assessment for learning and self-reflection in learning. • To strengthen assessment for learning through diverse assessment modes (e.g. performance tasks, portfolios, presentations), with clear success criteria linked to 21st century competencies. Increase student involvement in co-constructing assessment criteria and success indicators, to improve understanding of expectations and to promote ownership of learning. • To provide more opportunities for peer and self-assessment, using structured tools such as learning journals, progress trackers, and self-rating scales to support self-regulation and ownership of learning progress. • To enhance formative feedback practices by implementing dialogic feedback cycles in which students actively respond to feedback, develop action plans, and demonstrate reflection, revision, and iterative improvement, thereby embedding continuous improvement and strengthening self-regulated learning. **d. Enhancing Teaching Through Collaborative Lesson Planning** • To provide a structured platform for teachers to co-design lessons, align goals, and share					

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	strategies and resources, including real-world applications. • To strengthen interdisciplinary coherence through cross-subject collaboration meetings, focused on shared outcomes and transferable skills for real-world problem solving.					
1.2 To empower students as innovators through fostering problem-solving skills, creativity and collaboration skills	**a. ★To infuse principles regarding STEAM and Artificial Intelligence (AI) education across various subjects, offering students a comprehensive grasp of its applications across disciplines** • To coordinate cross-disciplinary planning and implementation of STEAM and AI education through the STEAM & AI Education Committee, to ensure thematic alignment, coherent outcomes, and interdisciplinary learning experiences. • To progressively embed AI-assisted learning strategies across relevant subjects within the STEAM framework to support learning diversity, feedback, inquiry, creativity, and exploration, while strengthening students' understanding of STEAM concepts and foundational AI literacy through integrated cross-subject learning experiences. **b. ★To foster professional development for enhancing the efficacy of STEAM and Artificial Intelligence (AI) education** • To strengthen teacher capacity through	• 80% of teachers agree that student engagement in STEAM and AI-related activities and projects has increased, alongside improved performance in problem-solving and creative tasks. • Observable improvement in students' collaboration during interdisciplinary STEAM and AI projects.	• 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	ESCBG AI for Empowering Learning and Teaching Funding Programme

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	professional development in STEAM and AI pedagogy, interdisciplinary curriculum design, and innovative teaching practices. • To promote ongoing sharing of good practice through departmental meetings, cross-panel collaboration, and a professional community of practice. **c. To ignite students' passion for innovation and creativity by enriching their learning experience and resources** • To provide suitable digital tools, equipment, and materials to support hands-on STEAM and AI learning. • To provide students with opportunities to engage in STEAM and AI learning activities, challenges, and enrichment programmes that promote creativity, collaboration, and application of knowledge. • To embed AI-related learning elements into STEAM activities where appropriate, fostering students' awareness of AI applications, ethical use, and responsible digital citizenship..					

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. 2025/26 school year):
During the 2025/26 school year, the centre has reached a well-established stage in the implementation of values education and student well-being provision. Systems and structures are firmly in place, and delivery across key areas is generally consistent and coherent. The current focus has therefore shifted from expanding initiatives to refining their impact, with particular attention to strengthening student ownership, sustaining engagement, and improving the transfer of positive behaviours across different contexts. A key area for further development is students' internal engagement with values education. While students participate actively in school activities, their responses are often receptive rather than self-directed. Future work should support students in making clearer personal connections between learning experiences and their own beliefs, decisions, and behaviours. Learning tasks should include more opportunities for personal judgement, reflection, and application in authentic situations. In addition, consistency in pedagogical practice across subjects needs strengthening, especially in reflection and experiential learning. Although good practice exists in some departments, it is not yet systematically applied across the centre. Greater professional sharing and clearer expectations for reflection tasks are needed so that reflection becomes an integral and routine part of lesson design rather than an add-on activity. In addition, student participation in shaping school culture should be further strengthened. Building on existing reward and recognition systems, students can be more actively involved in peer nomination processes and in promoting positive behaviour within their classes, thereby increasing their sense of responsibility and ownership. Greater emphasis should also be placed on the transfer of learning beyond the classroom. Overall, follow-up actions will prioritise refinement, strengthening consistency, deepening reflection, and supporting greater student ownership of learning, values, and behaviour in everyday contexts.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.1 To instill proper values, positive attitudes, and appropriate behavior in students through a values-based curriculum and centre culture	**a. To instill proper values of National Identity (國民身份認同) and Perseverance (堅毅) through a variety of teaching and learning activities, talks, and co-curricular programmes** • To incorporate the school year's core values into curricula, lesson plans and interactive activities, and to deliver short talks during assemblies, thereby fostering a consistent and widespread culture of these priority values within the centre	• 60% of students and teachers acknowledge an observable improvement in the embodiment of core values, including National Identity and Perseverance among students.	• Stakeholder survey • APASO (KPM17) data from Partner Schools • Teachers' observation • Surveys and feedback from students and	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
	community. Structured reflection tasks (e.g. post-activity reflection sheets) will also be incorporated to deepen students' internalisation and personal connection to these values. • To organize competitions (e.g., slogan design, poster design, greeting card design, etc.) centered on the school year's core values, aimed at encouraging students to engage in reflective thinking. Winning entries will be showcased throughout the centre to reinforce their significance. Additionally, online activities for parents will be organized to align home strategies with centre initiatives, reinforcing values, discipline, and well-being practices consistently. These competitions will adopt a "creation–reflection–application" cycle, requiring students to explain the meaning and real-life application of their work. Structured parent–student discussion activities will also be introduced to strengthen home–school collaboration in co-constructing values. **b. To nurture an understanding and appreciation of Chinese culture through an experiential and informal curriculum for promoting cultural inheritance and national identity** • To integrate Chinese cultural elements into	• The average scores related to instilling students with positive values and attitudes are above 3 in Stakeholder Surveys. • 60% students agree that the strategies adopted are effective in promoting their understanding and appreciation of Chinese culture.	teachers • Record of students' participation in activities • Record of Students' positive and negative behaviour			

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	various subjects, such as traditional woodworking projects in Design and Technology, Chinese calligraphy and painting in Visual Arts, Chinese embroidery and iconic dishes in Technology and Living, and the exploration of Chinese opera and music in the Music department. Structured reflective components will also be included in each subject to help students explicitly connect these cultural practices with values such as national identity, and perseverance. • To coordinate collaborative heritage projects, such as large-scale artworks or cultural displays, allowing students to express cultural pride and core values. These projects will be developed as staged learning journeys (planning–creation–exhibition–reflection), with increased emphasis on student-led roles, peer collaboration, and presentation of cultural meaning to audiences within the centre. **c. To implement systems for recognising and rewarding student positive behaviour for reinforcement and encouragement** • To recognise and celebrate positive behaviour in students through a centre-wide acknowledgment programme "ATEC					

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	Star Award", publicly acknowledging students who exhibit exemplary behavior. The system will be enhanced by requiring clearer behavioural evidence and student self-reflection in the nomination and selection process to strengthen ownership of positive behaviour. • To promote peer recognition by empowering students to nominate classmates who demonstrate commendable attitudes, thereby fostering a culture of mutual encouragement and teamwork. The process will be strengthened through structured class-based moderation to enhance student agency and shared responsibility in value reinforcement. • To reinforce the values of the school year among students by recognising classes that consistently uphold positive attitude and behavior.					
2.2 To foster students' mental and physical well-being by promoting a balanced and healthy lifestyle	**a. To cultivate students' mental well-being through diverse means and endeavors** • To naturally incorporate brief daily mindfulness exercises into lessons—such as three-minute meditations or breathing routines before peer critiques—to help students manage stress, improve focus, and foster a calm, reflective classroom atmosphere conducive to learning. • To provide opportunities for students to express their emotions through artistic	● 60% of students and teachers acknowledge an increased understanding of mental health issues among students and development of better emotional regulation and	• Stakeholder Survey • APASO (KPM17) data from Partner Schools • Teachers' observation • Surveys and feedback from students and	Whole School Year	All teachers	ESCBG

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	channels, such as creating visual artworks (e.g. Zentangle) and composing songs that reflect their feelings and experiences, thereby creating a healthy outlet for emotional expression and a platform to acknowledge their efforts. Structured reflection will be introduced to help students articulate emotional learning and connect expression with coping strategies and personal growth. • To foster a supportive and caring centre culture through programmes that enhance mental health literacy, build resilience, and promote mutual support and appreciation among students. These programmes will be strengthened through peer-led well-being initiatives (e.g. student ambassadors) to enhance student agency and peer influence. • To use the「閒•THE Library」as a personal wellness space, providing students with a calm environment to relax, featuring items such as stress balls, calming tools, cushions, and other comfort resources to support their mental well-being. **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**	stress management skills. • The average scores related to promoting a caring and supportive centre culture are above 3 in Stakeholder Survey. • 60% of students agree that the strategies adopted are effective in promoting healthy eating habits, contributing to the enhancement of physical well-being among students.	teachers • Record of students' participation in activities			

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	culinary arts as a way to foster healthy eating habits • To engage students in designing balanced, budget-conscious meals as part of project work, encouraging creativity and awareness of dietary principles. Students will be required to reflect on their dietary choices and apply learning to home-based meal planning. • To organise thematic cooking competitions, where students demonstrate healthy cooking techniques and nutritional knowledge, with recognition awarded for innovation and healthfulness. Peer evaluation and post-activity reflection will be included to deepen learning beyond performance outcomes. • To provide opportunities for student leadership through roles such as health and nutrition ambassadors, allowing them to lead peer activities, promote awareness, and support the centre's broader well-being initiatives. **c. To implement staff professional development programmes for empowering their support to students' well-being** • To maintain ongoing communication of health resources, such as updates from the Department of Health's Student Health					

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	Service and access to support services, while also nominating teachers to receive targeted training. This training aims to enhance their ability to identify and address student mental health needs, including the integration of mindfulness and relaxation strategies within classroom settings.					

Use of Capacity Enhancement Grant 2026/27

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	1. To relieve teachers' workload by assisting in the development of the school-based curriculum, preparation of teaching materials, and performing non-teaching duties. 2. To provide more learning opportunities for students. 3. To alleviate teachers' workloads, enabling them to focus more on addressing learner diversity.	**Employment of** **3TAs:** Teaching Assistant For 4 Departments They will also assist in the work of the library and other duties assigned by school.	1. 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 and AI Education. 2. Both teachers and students receive support in the implementation of life-wide learning activities and co-curricular programmes. 3. Teachers are relieved from some of their non-teaching duties.	Sept. 26 to Aug. 27	Salary + 5% MPF of NCSC staff for the academic year **3 TAs:** $19,270 x 1.05 x 12 m x 3 **=$728,406** **TOTAL:** (*salary adjustment: +0.0%*) **=$728,406**	1. Teachers have more time to develop the curriculum and prepare teaching materials that cater to learner diversity, promote e-learning, and enhance STEAM and AI education. 2. Students show increased interest in learning.	1. Feedback from teachers 2. Performance appraisal of teaching assistants	1. Assistant Principal 2. Heads of Departments: DT, TL, VA, MU
					Remarks: **Sources of Funding:** Capacity Enhancement Grant 2026/27: Other Education Purpose 2026/27: Teacher Relief Grant 2026/27: **Total:**			**$407,220** **$220,003** **$101,183** **$728,406**