

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

- **Major Concern 1:**
To incorporate new teaching strategies and new technologies into lessons to maintain effective learning with an emphasis on unleashing students' creativity

Achievements

The school put great effort into enhancing the effectiveness of learning and teaching. To promote a more interactive learning environment, all subject departments conducted at least two discussions on the implementation of interactive teaching and e-learning. 95.2% of teachers arranged interactive learning activities such as group discussions, games and sharing sessions in lessons and more active students' participation was observed. More than 70% of students shared the same view and agreed that the activities effectively enhanced their learning motivation. To facilitate extended learning and interaction among students and teachers, online platforms such as Google Classroom, Zoom and Instagram were used to share opinions and learning materials such as PowerPoint presentations, videos and reading materials. All these strategies helped create a more favourable learning and teaching atmosphere which effectively strengthened learning impacts. For professional development, two sharing sessions on the use of Apps like Canva and iMusic were held during staff meetings. More than 85% of teachers reflected that the sharing sessions successfully enriched and sharpened their knowledge and skills in e-learning.

As one of the major generic skills, the school took the initiative to unleash students' creativity so as to nurture their life-long learning capabilities. All teachers designed lessons or projects adopting various learning and teaching methods that fostered students' creative abilities. For instance, Machine Learning, a type of artificial intelligence, was applied in Design and Technology to optimize the design processes. Projects such as 'Garment Remake' involved transforming old garments into new and fashionable products such as cushions, tote bags and backpacks. Besides, 3D printing technology was utilized to produce unique and customized buttons and lamp holders. In the realm of Music, MuseScore software was employed to help compose delighted melodies and hence boosted students' creativity. The effectiveness of these newly-designed lessons and projects was discussed in the subject-panel meetings. According to the statistics collected from teachers' survey, an overwhelming majority (95.2%) agreed that students were provided with ample opportunities to develop their creative abilities, and the innovative works of students reflected that their creativity has been increased. In addition, all subject departments adopted different assessment strategies to help improve students' analytical power, judgement and innovative ability. The 'Learning Assessment Form' of the Visual Arts Department facilitated students' self-reflection, peer evaluation and feedback from teachers for improvement. The Music Department employed multiple assessment methods including evaluating compositions based on the development of musical ideas, formal structure and clarity of notation. The results of adopting these assessment methods including the students' responses were shared and evaluated in the subject-panel meetings. The assessment methods were proved meaningful and allowed for continuous refinement and optimization.

A number of collaborative STEAM teaching activities and programmes such as OTTOBOT, 3D-Print Button Making, Personalized Cookies Jar Making, Lamp Holder and Candle Holder Design, and Royal Icing Cookies Decorations were successfully organized this year. According to the surveys concerning Major Concern 1, 61.5% of students and 90.5% of teachers reflected that the collaborative STEAM activities effectively enabled students to master and demonstrate generic skills such as problem-solving, self-management and collaboration skills. The experience of organizing the STEAM activities was shared among teachers.

Reflection

With the concerted effort of all teaching staff, most of the set targets were successfully achieved. In order to provide quality education to students, teachers were eager to enrich their knowledge and adopt new pedagogies. They actively planned and designed interactive learning activities, implemented e-learning strategies, adopted new teaching and assessing methods and arranged collaborative STEAM activities and programmes to enhance learning and teaching effectiveness as well as develop students' generic skills. To provide support for teachers, the school offered professional development opportunities and encouraged experience sharing and collaboration among teachers and subject departments. It definitely helped strengthen teachers' knowledge and skills in e-learning, STEAM education and other related areas. Besides, the new strategies were discussed in subject-panel meetings. This comprehensive assessment ensured a thorough evaluation of the effectiveness of the strategies facilitating continuous refinement and improvement.

The achievement in meeting the set targets demonstrated the school's commitment to foster effective learning and teaching in school. The implementation strategies successfully increased student participation, enhanced teacher-student interaction, developed students' generic skills and enriched teachers' knowledge and skills in different areas. In general, most teachers and students agreed that the strategies were effective in raising learning and teaching effectiveness. For instance, both teachers and students reflected that sufficient opportunities were given to develop and unleash students' creative abilities. However, the agreement percentage of students was lower than that of teachers. This suggested that there might be a gap in students' perception of the opportunities provided. Addressing this gap, the school could explore more diversified teaching strategies that could further enhance students' creativity.

Feedback and Follow-up

Regarding Target 1.1, the positive responses from teachers and students indicated that the effort made in incorporating interactive learning activities was successful. In order to foster better implementation of e-learning, better use of online platforms and subject-related technologies was encouraged. It was recommended to further broaden the idea of interactive learning through extended learning activities. According to the stakeholder survey conducted among students, it was found that only 54.0% of students agreed that 'teachers often organize different learning activities, both within and outside the classroom'. To provide students with more learning experience, it was suggested to incorporate a variety of interactive activities such as visits, outings, discussions, sharing insights gained from reading and oral presentations into the curriculum.

For Target 1.2, the positive feedback affirmed the effectiveness of the teaching and assessment methods employed. The school recognized the need for further improvement. Diversified teaching approaches, innovative teaching methods and cross-disciplinary collaboration were encouraged to foster creative thinking and expression. Besides, the school would provide more platforms for students to showcase their creative abilities.

Concerning Target 1.3, the positive responses from students and teachers demonstrated the impact of collaborative STEAM activities. To build upon this success, the number of these activities would be increased to further enrich students' learning experiences. Teachers were encouraged to attend more training courses on STEAM education. Collaboration and professional sharing among subject departments would be further promoted to create a dynamic STEAM education environment in school. In addition, collaborating with external organizations to offer opportunities for knowledge exchange, resource sharing and access to expertise. It would create avenues for students to participate in STEAM-related activities and competitions, further enriching their learning experiences.