

**Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School**  
**Annual School Plan (Primary Division) 2019–2020**

**Major Concern 1: Scaffolding learning and personal growth on a through-train scale**

<b>Item</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Success criteria</b>	<b>Evaluation</b>	<b>Action taken by</b>	<b>Resources required</b>
1.1	To strengthen the coherence and continuity of policies, curricula and programmes linking the three key learning stages (Junior School, Middle School and High School)	<p>Enhancing classroom management of teachers to maintain good discipline and maximize learning time and effectiveness</p> <p>Strengthening support to students with diverse learning needs</p> <p>Equipping teachers with a wider range of pedagogy to cater for the diverse needs of students, develop students' self-directed learning (SDL) habits, enhance the effectiveness of group work and eLearning, and provoke students' higher-order thinking (HOT)</p> <p>Making better use of the data analysis to identify the factors hindering students' learning and devise classroom strategies to further enhance student learning</p>	<ol style="list-style-type: none"> <li>1. At least 2 PD on classroom management and L&amp;T arranged for teachers</li> <li>2. Ongoing eLearning workshops; eLearning framework drafted</li> <li>3. KLAs' SDL and HOT frameworks ready at the beginning of the school year</li> <li>4. Strategies discussed in QCM and improvement in learning outcomes</li> </ol>	<ol style="list-style-type: none"> <li>1. Minutes</li> <li>2. Frameworks</li> <li>3. Learning records and data analysis reports</li> </ol>	AA and SD committees, eLearning Team, related subject panel heads and SD team heads SEN Team	Budgets for PD and KLAs; manpower and resources for catering to diverse learning needs
1.2	To enrich the Middle School curriculum and programmes on a 4-year scale	<p>Refining the curriculum and assessment of each related subject to further strengthen the interface</p> <p>Fine-tuning pedagogy and classroom activities at Grade 5-6 to facilitate interaction and collaboration in the 21<sup>st</sup> Century Classroom</p> <p>Catering for the diverse needs of Grade 5-6 students of different backgrounds in third languages</p> <p>Strengthening communication and collaboration within the third language team</p>	<ol style="list-style-type: none"> <li>1. Revision of C&amp;A framework completed by KLAs by the end of Term 1</li> <li>2. KLAs eLearning framework documented and at least 1 open classroom lesson observation arranged by each subject</li> <li>3. Online learning resources and remedial classes arranged for students</li> <li>4. Smooth coordination of third language curricula and programmes</li> </ol>	<ol style="list-style-type: none"> <li>1. C&amp;A and eLearning frameworks</li> <li>2. Lesson observation records</li> <li>3. Minutes</li> </ol>	Middle School Steering Committee, Third Language Department, related subject panel heads, eLearning Team	Budget for learning resources for third languages; budgets for KLAs and learning apps

Item	Objectives	Strategies	Success criteria	Evaluation	Action taken by	Resources required
1.3	To enhance mutual understanding and collaboration between teachers in primary and secondary divisions	Inviting SS teachers to attend meetings of subject panels or committees Inviting SS teachers to observe PS lessons, and vice versa	1. At least 1 SS representative joining the ADC/SDC/OLEC 2. At least 1 lesson observation arranged each team	1. Minutes 2. Surveys	Academic Development Committee (ADC), Student Development Committee (SDC), OLE Committee (OLEC)	Manpower from SS

**Major Concern 2: Nurturing lifelong learners with a global perspective and a positive mind**

Item	Objectives	Strategies	Success criteria	Evaluation	Action taken by	Resources required
2.1	To promote a transdisciplinary approach to teaching and learning	Optimizing the PBL arrangement and enriching the learning elements of Term P excursions Fine-tuning the arrangements of academic weeks to further strengthen cross-curricular collaboration	1. Review PBL arrangement, UBD plans and excursion learning elements 2. Cross-curricular collaboration initiated at least once by each subject	1. Surveys 2. Minutes 3. KLA scheme of work	CDO and PBL Team, subject panel heads	Budgets for PBL, cross-curricula activities
2.2	To develop a comprehensive curriculum with a wide range of learning opportunities and challenges for STEAM education	Reviewing the STEAM and IS curriculum to ensure coverage of the essential learning elements recommended by the CDC Refining the implementation of STEAM education to further enhance students' knowledge and application skills	1. Junior School STEAM and IS C&A frameworks refined 2. Review STEAM learning packs completed by Term 1	1. Frameworks 2. Minutes 3. Surveys	CDO, STEAM, IS, Math, VA subject panel heads	Budgets for STEAM, learning materials required for STEAM projects
2.3	To equip students with the latest skills and tools as well as proper attitude in the use of technologies to enhance their learning	Redesigning classroom activities to support the implementation of the BYOD policy at Grade 5-6 Educating students the importance of self-discipline and digital citizenship in using mobile devices, online resources and social platforms	1. KLAs use Chromebook for classroom activities 2. Embedded digital citizenship in through Life Education and across KLAs, at least 2 Life Ed lessons for students; whole school approach on the BYOD policy	1. KLA scheme of work 2. Minutes 3. Surveys	SD Life Education programme, subject panel heads, all teachers	Budgets for subjects and SD seminars

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2.4	To increase students' global awareness and participation along with a good sense of national pride	<p>Strengthening the moral and civic education programme by arranging related learning activities and sister school visits</p> <p>Planning overseas excursions for Middle School students to practise their third languages</p>	<p>1.M&amp;C education framework drafted, activities implemented according to plans</p> <p>2.Overseas excursions plan drafted</p> <p>3.70% of Middle School students joined overseas excursions/exchange programmes</p>	<p>1.M&amp;C evaluation report and framework</p> <p>2.Surveys</p> <p>3.Excursions plan</p>	SD M&C Education Team, Global Citizenship Team	Budgets for liaison with mainland/overseas schools; various excursions and exchange programmes
2.5	To foster positive values towards oneself and others in order to lead an active and healthy lifestyle	<p>Organizing activities on positive thinking and healthy lifestyles</p> <p>Strengthening students' social skills by providing strategies to enhance their problem solving and conflict resolution skills</p> <p>Strengthening and enhancing a serious learning attitude in students (paying attention in lessons, handing in good quality assignments, completing homework on time)</p> <p>Creating more channels for school management to collect responses from students and give timely feedback</p>	<p>1.Embedded into Life Ed programme plan; at least 2 activities each term</p> <p>2.Grade sharings arranged</p> <p>3.Lesson observation and assignment inspection; follow-up on late homework and struggling students</p> <p>4.At least one lunch gathering with student representatives from different school teams</p>	<p>1.Life Ed evaluation report</p> <p>2.APASO &amp;SHS data</p> <p>3.Late homework data</p> <p>4.Surveys</p>	SD Team, subject panel heads, Academic Support Team	Budgets for Life Ed and respective team heads

**Major Concern 3: Optimizing learning environment to support active learning and whole-person development**

Item	Objectives	Strategies	Success criteria	Evaluation	Action taken by	Resources required
3.1	To redesign the classroom environment to facilitate interaction and collaboration	Enhancing teachers' skills to conduct lessons effectively in the 21st Century Classroom	<p>1.80% of teachers are confident to conduct lessons in 21<sup>st</sup> CC</p> <p>2.80% of teachers join at least 2 PD arranged by eLearning Team</p>	<p>1. Surveys</p> <p>2. PD records</p>	eLearning Team and subject panel heads	Budgets for eLearning activities

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3.2	To optimize the language and reading environments conducive to good mastery of different languages and extensive reading	<p>Renovating the central library to cater for a wider range of reading needs</p> <p>Organizing regular activities to promote reading</p> <p>Introducing suitable online platforms to promote e-reading and book sharing</p> <p>Providing more chances for students to practice their third languages on campus</p>	<p>1.80% of students visit and check-out books from central library</p> <p>2. Reading programme promoted through KLAs, bi-yearly reading newsletter</p> <p>3. Subscription to online platforms</p> <p>4. Online reading and book sharing platform established and 70% of students used the platform</p> <p>5. Third Language activities arranged monthly</p>	<p>1. Surveys</p> <p>2. Library records</p> <p>3. Reading programme evaluation; number of newsletter issued</p> <p>4. Online platform records</p> <p>5. Third language activities records</p>	Library teacher and Reading Team; Third Language teachers	Budget for library and third language activities
3.3	To cultivate a positive school culture full of love, appreciation and mutual support	<p>Organizing regular activities under a yearly theme to promote positive education</p> <p>Organizing PD activities for teachers to enhance their understanding of positive education</p> <p>Organizing courses and activities through the Parent Education Academy to promote positive relationship within families</p> <p>Providing more chances for teachers and parents to communicate with each other to support students' learning and personal growth</p> <p>Mural wall painting to strengthen sense of belonging of the school community</p> <p>Building the positive school culture through Christianity development</p>	<p>1. Class culture building activities and parent forums arranged</p> <p>2. At least 2 PD on Positive Ed, 70% of teachers agree the PD give them a better understanding on PERMAH and Character Strengths</p> <p>3. Sunshine calls before Term-end assessments</p> <p>4. Lessons arranged for SLC preparation, SLC includes Positive Ed elements</p> <p>5. G6 students design a meaningful mural</p>	<p>1. Surveys</p> <p>2. Activity records</p> <p>3. Records of participation in parent education programmes</p> <p>4. Records of PD</p>	SD Team Home-school Affairs, SD Guidance Team, VA Team Christian Development Team	AA and SD budget for the activities

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3.4	To further promote students' participation and expertise in aesthetics and sports with a greater variety of facilities and exposure	Upgrading facilities and equipment for sports and performing arts Launching fitness programmes for students to promote regular physical exercises and habits Enhancing the aesthetics programmes for the students to promote life-long interest in the arts and cultivate positive values and attitudes	1.70% of students tried out equipment installed in PE corner 2.100% of students took part in school-based sports programme	1. Surveys 2. Records of participation	OLE, Aesthetics & PE Teams	Related team budgets
3.5	To strengthen support to environmental education leading to a green and sustainable lifestyle	Organizing related learning activities to arouse awareness on water and energy saving Renovating the Endangered Species Museum and organizing related learning activities to promote wildlife conservation	1. At least 2 activities arranged, and 80% of students agree they aware of the issues 2. Arrange a visit to the museum, and 70% of students agree they understand the importance of wildlife conservation through IS lessons	1. Records of participation 2. Surveys 3. Worksheets	Green Team and IS teachers	Related team budgets

**Major Concern 4: Enhancing teachers' professional competence and cohesion**

Item	Objectives	Strategies	Success criteria	Evaluation	Action taken by	Resources required
4.1	To equip teachers with the necessary skills and tools in the use of technologies and evaluation data to enhance teaching and learning	Preparing teachers to attain Google Certified Educator Level 2 Preparing teachers to attain Nearpod Educator certification Enhancing the effectiveness of use of the P-I-E cycle in yearly planning and evaluation by subject panels and committees	1. 50% of teachers attained Google Ed Level 2 and Nearpod Ed certification 2. Expected learning outcomes and targets achieved must address and outline in P-I-E cycle	1. Certification records 2. Committee evaluation reports	Committee and Team heads, subject panel heads	Budgets for PD
4.2	To promote collaborative learning through lesson study and learning circles	Implementing video-based lesson study to facilitate professional sharing among Panel Heads Participating in EDB learning communities for different subjects or school functions	1.100% of subject panel head video recorded their lessons 2.60 PD hours per teacher	1. Videos shared via PD Google site 2. PD records	AP and subject panel heads	Budgets for PD

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4.3	To extend learning beyond physical and geographical boundaries	<p>Launching an online self-learning platform to equip teachers with a wider range of pedagogy</p> <p>Providing chances for teachers to observe and/or teach in other schools under exchange programmes to widen their professional exposure</p>	<p>1.70% of teachers find the online platform useful</p> <p>2.At least 5 teachers joined exchange programmes and 70% of them find the programmes useful</p>	<p>1. Surveys</p> <p>2. Exchange programme records</p>	AP and related team heads	Budgets for exchange programme
4.4	To enhance career well-being, team spirit and long-term commitment	<p>Optimizing the working conditions with better facilities and a more comfortable environment</p> <p>Organizing regular activities for teachers to build relationship</p> <p>Freeing up more time for teachers to reflect on their work and professional development</p>	<p>1. Positive feedback on work conditions</p> <p>2. Bi-monthly celebrations arranged by Staff Welfare Team</p> <p>3. Admin work shared by SA and Office Staff; retreat for senior teachers; team building activities held at least once per term</p>	<p>1. Surveys</p> <p>2. Staff Welfare Team records</p> <p>3. PD records</p>	AP and Staff Welfare Team	Budgets for team building programmes, PD and enhancing working conditions