Hong Kong Baptist University Affiliated School

Wong Kam Fai Secondary and Primary School

School Development Plan

2006/07 – 2008/09

Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School

School Mission

To provide quality education based on Christ's love and concern for others.

Students will explore their potential in an environment where East meets West,

giving them the best of both cultures.

School Motto

Passionate to Learn, with Confidence

Determined to Succeed, with Vision

Mission Declaration

Catering to the whole-person development

Putting students first

Empowering students to be spiritually mature,

wise and informed, artistic, physically strong, creative

and responsible to the community

Students will become global citizens with national pride at heart

Where We Are Now

Our Strengths

1. Our school, which is the unique DSS backed up by a university, provides 12-year curriculum reduces bridging problems from primary to secondary education
2. Members on the School Management Committee possess a vast pool of expertise and provide professional advice on the various facets of school development
3. Senior management team has extensive school management experiences
4. Strong support from the Hong Kong Baptist University, especially the Department of Education Studies which helps improve our learning and teaching process
5. Energetic teaching team provides holistic care to the students
6. All students have opportunities to take responsibility in the classroom, school and in extra-curricular activities
7. The Institute of Parent Education provides systematic parent education which facilitates parents' personal growth and enhances home-school collaboration
8. Parents have a strong positive view of the school
9. There is a friendly and harmonious relationship between teachers and students
10. The professional support team comprises the psychologist, nurse and social worker which ensures the emotional, psychological and physical health of our students
11. Learning expectations are set for all students
12. Learning in and out of school is seen as a coherent whole
13. Spacious campus offers favorable learning environment
14. The school is a safe, orderly and happy school

Our Weaknesses

1. The school is located in a newly developed district and is not widely known to the public
2. Delays in the completion of the two campuses have posed a lot of problems to the school, such as the use of rooms and space by the secondary and primary students is being limited to the Primary School in the first year
3. Some teachers are relatively young and they lack practical experience in meeting the needs of students who exhibit developmental problems
4. The school culture still needs time for further shaping
5. The climate of self-discipline and responsibility among students is still awaiting further improvement

Our Opportunities

1. Strong parental support and participation inspires confidence in and shares the burden of our staff
2. The DSS system allows a flexible choice of medium of instruction, territory-wide admission and deployment of resources
3. Partnership programmes with various organizations facilitate students' learning opportunities
4. Linkages with sister schools in Hong Kong, Mainland China, England and the U.S.A. broaden the horizons of both the staff and students
5. The school enjoys the advantage of planning the curriculum and school system of the New Senior Secondary in Hong Kong in her first year, thus eliminating changes that other schools face
6. Various departments in HKBU are most willing to be involved in the learning and teaching of the school

Our Threats

1. The limitation of 15% quota intake in Shatin prohibits admission of students within the Shatin district
2. Recruitment of experienced teachers is generally becoming difficult
3. Falling student rolls and increasing number of DSS sharpen the competition among schools

Major Concerns for 2006/07 – 2008/09 (in order of priority)

1. Cultivating students' 3-Literacy including English, Chinese and Information Technology
2. Fostering students' whole person development
3. Enhancing teachers' professional growth through continuous development

School Development Plan (2006/07 – 2008/09)

Major Concern 1: Cultivating students' 3-Literacy including English, Chinese and Information Technology

Intended Outcomes/ Targets	Strategies		Evaluation Method	Success Indicator*	Party Responsible	Time Scale (Please insert)		
						08/09	07/08	08/09
1. Build up a language-rich environment to enhance students' bi-literacy and tri-lingualism abilities	1.1	Implementing school language policy to create biliteracy and tri-lingualism learning environment for the students	Formal and informal assessments	75% of students can express their ideas in written English and Chinese. More than 80% of students can also speak and communicate with others in English, Cantonese and Putonghua	All teaching staff and parents	´	´	´
	1.2	Providing students with various opportunities to practise and speak English as well as Putonghua confidently on a daily basis						
	1.3	Organizing special programmes and workshops to enrich students' experience in language learning						
2. Nurture students' self-learning ability	2.1	Designing the curriculum with self-learning elements	Student and teacher surveys	Every student has the initiative to acquire knowledge and have a proactive attitude to learn	All teaching staff	´	´	´
	2.2	Setting up an Extended-Learning Centre						
	2.3	Launching the SRA English Reading Programme and Intensive Reading Scheme						

3. Equip students with ICT skills	3.1 Installing IT facilities in the library, computer laboratories and all classrooms 3.2 Setting up the Intranet for teaching and learning 3.3 Enhancing students' skills and knowledge in ICT	Student and parent surveys	All students acquire basic ICT skills and the ability to extend learning through ICT	Teachers and tutors of ICT	✓	✓	✓
4. Build up a learning organization	4.1 Linking with local and overseas sister schools to form a global learning community 4.2 Establishing a centre for students to extend their learning after school 4.3 Setting up an E-learning platform	Staff and student surveys as well as focus groups	80% students have chances to learn from students of other schools and they often make use of E-learning platform to advance learning	School management team and all teaching staff	✓	✓	✓

Major Concern 2: Fostering students' whole person development

Intended Outcomes/ Targets	Strategies	Evaluation Method	Success Indicator*	Party Responsible	Time Scale (Please insert)		
					08/09	07/08	08/09
1. Instil students' self-confidence with positive attitude	1.1 Providing opportunities for students to demonstrate public speaking skills and research findings during the morning assembly 1.2 Establishing role models among students 1.3 Organizing different activities, workshops and campaigns for students to develop themselves holistically	Teacher observation and student survey	Every students can demonstrate confidence in their daily learning and activities	All teaching staff, instructors of ECA and professional team	✓	✓	✓
2. Foster students' personal growth to encourage individuality, initiative and creativity	2.1 Empowering students to be spiritually mature, physically strong, creative and civic-mined with the support of the Professional Team 2.2 Introducing a regular individual interview by class teachers and assistant class teachers 2.3 Embracing individualized care, small groups and mass programmes for all students	Teacher and parent observation as well as comments of class teachers / assistant class teachers and instructors	More than 80% of students can demonstrate their individuality, initiative and creativity in the process of learning and their daily work	All teaching staff, parents, instructors of ECA and professional team	✓	✓	✓
3. Develop an all-rounded education	3.1 Adopting a holistic approach to whole-person development, including academic, physical, social and spiritual aspects 3.2 Incorporating Life-wide approach with external support	Records of achievement for students	All students can have chances to be nurtured in different aspects	All teaching staff, instructors of ECA and professional team	✓	✓	✓

	3.3	Designing students' personal profiles during their 12-year through-train school life						
4. Widen students' horizon and exposure to various learning experiences	4.1 4.2 4.3	Designing a stimulating and inspiring curriculum to help students become reflective, cultural-riched and self-disciplined individuals Initiating programmes and workshops on creativity and critical thinking Setting up a Liberal Arts Centre	Student works and surveys	Students can demonstrate creativity and critical thinking skills	All teaching staff and instructors of ECA	✓	✓	✓
5. Enrich students' learning with authentic experience	5.1 5.2 5.3 5.4 5.5	Providing different opportunities and authentic experience to students through OLE and ECA Arranging local / overseas excursions and visits Adopting Problem-based learning approach Setting up the Campus TV Involving students in volunteer services	Student survey and personal record	Students appreciate and willing to involve in the process of authentic learning	School management team, all teaching staff and OLE/ECA instructors	✓	✓	✓

Major Concern 3: Enhancing teachers' professional growth through continuous development

Intended Outcomes/ Targets	Strategies		Evaluation Method	Success Indicator*	Party Responsible	Time Scale (Please insert)		
						08/09	07/08	08/09
1. Encourage sustainable professional growth among teachers	1.1	Encouraging teachers to participate in seminars and workshops	Teacher survey	Every teacher is given guidance and opportunity in their professional growth	School management team and members of staff development team	´	´	´
	1.2	Conducting school-based staff development programmes						
	1.3	Arranging local / overseas professional sharing and visits						
	1.4	Generating an interest in educational issues among teachers						
	1.5	Cultivating a culture of mutual support and understanding						
	1.6	Creating an atmosphere of experience sharing						
2. Establish a comprehensive performance management in school	2.1	Initiating the "Critical Peer Model" and self assessment among teachers	Teacher survey	Teachers indicate that they are engaged in professional dialogue for improvement	School management team	´	´	´
	2.2	Incorporating the formative appraisal system to help teacher develop professionally						
	2.3	Setting up the summative appraisal system for quality assurance						
3. Enhance home-school links and collaboration	3.1	Setting up the Institute of Parent Education to foster closer collaboration between parents and teachers	Parent survey	80% of parents appreciate the measures for home-school	School management team and	´	´	´

	3.2	Introducing the "Inviting Family School Model" in which parents and teachers are partners in nurturing the students		collaboration	professional team			
	3.3	Establishing an effective communication channel						
	3.4	Inviting parents to get involved in school functions and activities						
	3.5	Setting up the Parent Teacher Association						
4. Strive for excellence in school development	4.1	Equipping the two new campuses with facilities and equipment	Teacher and student surveys	More than 80% of the teachers and students enjoy the process of teaching and learning	School management team and Facility Manager	✓	✓	✓
	4.2	Incorporating the "School Effectiveness Model" in setting school policy and operation matters						
	4.3	Setting up a quality assurance mechanism						

* Success indicator will be significantly related to the Annual School Plan