

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

Annual School Plan (Secondary Division)

2022 - 2023

Major Concern 1: Nurturing lifelong and innovative learners

Item	Targets	Strategies	Success criteria	Means of evaluation	Action taken by	Resources required
1.1	To develop students' inner drive for learning and determination to be a lifelong learner	<ul style="list-style-type: none"> To further promote the use of goal-setting, risk-taking and self-evaluation in students' learning as well as their daily life 	<ul style="list-style-type: none"> Increased learning experiences for practicing the use of goal-setting, risk-tasking and self-evaluation Students completed the goal-setting and self-evaluation in A-Diary+ 	<ul style="list-style-type: none"> Curriculum document Survey Observation Teams' Evaluation Report Students' works 	Academic Development Committee (ADC), Student Development Committee (SDC), subject panels, Reading and Library Affairs Team, Guidance Team, PBL team, Life Planning team, class teachers	Budget, manpower and resources for promoting inner drive for learning and lifelong learners
		<ul style="list-style-type: none"> To enhance the reading culture in school by promoting the LightSail reading platform and implement the QEF project of the book installation 	<ul style="list-style-type: none"> Improvement in the Lexile levels in the LightSail programme Improvement in various indicators on reading The book installation project completed 			
		<ul style="list-style-type: none"> To help students explore their aspirations and learn to set life goals through life planning & life education programme and sharing from Alumnus 	<ul style="list-style-type: none"> Most of the participating students have aspirations for their academic studies and other domains, and understand strategies of goal setting Teachers agree that students are more committed to their learning in general Increased number of sharing by alumni in all means 			
1.2	To strengthen students' digital citizenship to help students take ownership of their digital life	<ul style="list-style-type: none"> To promote the awareness of information literacy, cyberbullying prevention, online safety and digital responsibility 	<ul style="list-style-type: none"> Increased understanding of information literacy, cyber bullying and prevention measures PD session(s) is/are given to teachers to introduce the concepts of digital citizenship 	<ul style="list-style-type: none"> Curriculum document Survey Observation Teams' Evaluation Report Students' works 	21st CLD team, PD team, MCE and guidance team	Budget for PD training, Budget, manpower and resources for promoting digital citizenship
		<ul style="list-style-type: none"> To introduce students in grade 7-8 to Digital Compass by Common Sense Education 	<ul style="list-style-type: none"> Digital Compass is introduced to grade 7 – 8 students in OLE time 			

			<ul style="list-style-type: none"> ● Increased understanding of the digital citizenship and healthy use of social media 			
1.3	To maximize opportunities for teachers and students to apply the growth mindset and an innovative thinking	<ul style="list-style-type: none"> ● To further promote reflective thinking through “self” and “peer” evaluation 	<ul style="list-style-type: none"> ● Increased elements of reflective thinking found in assignment/assessment ● Improvement in various indicators of strengthening reflective thinking ● Increased learning experiences for practicing the use of growth mindset and habits Increased element of growth mindset in A-Diary 	<ul style="list-style-type: none"> ● Curriculum document ● Survey ● Observation ● Teams’ Evaluation Report ● Students’ works 	Academic Development Committee (ADC), PBL team, subject panels	Budget for PD training, the entrepreneurship program, design thinking programs
		<ul style="list-style-type: none"> ● To enrich students’ learning experiences with entrepreneurship thinking 	<ul style="list-style-type: none"> ● At least two programs with entrepreneurship thinking were introduced ● PD session(s) is/are given to teachers to introduce the concepts of design-thinking ● Positive feedback on the programs from majority of teachers 			
		<ul style="list-style-type: none"> ● To further enrich students’ learning experiences to practice the design-thinking process through problem-based learning activities and PBL 	<ul style="list-style-type: none"> ● Students demonstrated their achievement through their learning products in subject-based activities and PBL ● PD session(s) is/are given to teachers to introduce the concepts of design-thinking 			
1.4	To enhance students’ the 5C (critical	<ul style="list-style-type: none"> ● To incorporate 5Cs in the curriculum of all KLAs 	<ul style="list-style-type: none"> ● Embedded the 5Cs in the curriculum of all KLAs ● Improvement in various indicators of learning competences 	<ul style="list-style-type: none"> ● Curriculum document ● Survey ● Observation 	Academic Development Committee (ADC), 21st	Budget for various projects and programs, manpower and

	<p>thinking, creativity, communication, collaboration, computational thinking) skills across different disciplines</p>	<ul style="list-style-type: none"> To design and implement various Innovation and Technology Projects across different grades and/or disciplines to enrich students' 5Cs <ul style="list-style-type: none"> CUHK Jockey Club AI for the Future Project Jockey Club Community Care and STEM in Action Project Upgrade the facilities in the IT Innovation Lab QEF Project: Art-Tech program 	<ul style="list-style-type: none"> Related programs held as schedule Positive feedback on the programmed from majority of students/teachers 	<ul style="list-style-type: none"> Teams' Evaluation Report 	<p>CLD team, OLE team, subject panels</p>	<p>resources for various projects and programs</p>
		<ul style="list-style-type: none"> To maximize the learning opportunities such as life-wide learning day, academic weeks, etc., to enrich students' 5Cs 	<ul style="list-style-type: none"> Learning experiences embedded to enrich the 5Cs via life-wide learning day and academic weeks Positive feedback on related programs from majority of students/teachers 			
<p>1.5</p>	<p>To ensure students with different abilities and needs have equitable access to learning opportunities and the pursuit of excellence in all aspects of their educational programs</p>	<ul style="list-style-type: none"> To create more opportunities, both inside and outside classrooms, for students of different abilities to learn and serve and be recognized for their achievements and contributions 	<ul style="list-style-type: none"> Evidence of increased learning opportunities for students inside and outside classrooms Positive feedback on related programs from majority of students/teachers 	<ul style="list-style-type: none"> Curriculum document Survey Observation Teams' Evaluation Report 	<p>Academic Development Committee (ADC), gifted education team, Student Advancement & Support team, OLE team, subject panels, SEN Task Force</p>	<p>Budget for various projects and programs, manpower and resources for various projects and programs</p>
		<ul style="list-style-type: none"> To deploy resources to maximize opportunities for gifted students to enrich their learning exposures through pull-out programs, joint-school collaborations, special training and local, regional, and international competitions 	<ul style="list-style-type: none"> Evidence of increased learning opportunities for students of different needs and abilities Positive feedback on related programs from majority of teachers/students 			
		<ul style="list-style-type: none"> To provide support to SEN students through programs or arrangements that cater for their needs such as adjustment in assessments, extra tutorial classes, social skills workshops 	<ul style="list-style-type: none"> Evidence of extra support given to SEN students that fit their needs Positive feedback on related programs from majority of the participants 			

		<ul style="list-style-type: none"> To increase opportunities for student-led initiatives 	<ul style="list-style-type: none"> Evidence of increased learning opportunities for student-led initiatives Positive feedback on related programs from majority of teachers/students 			
		<ul style="list-style-type: none"> To enrich the leadership training programs to teach our student leaders to appreciate their roles and values as leaders at school 	<ul style="list-style-type: none"> Evidence of improvement in the role and value of students' leaders 			

Major Concern 2: Strengthening students' resilience, positive relationships and social responsibility

Item	Targets	Strategies	Success criteria	Means of evaluation	Action taken by	Resources required
2.1	To strengthen pastoral support for students through <ul style="list-style-type: none"> strengthening bonding between teachers and students enhancing partnership between teachers and parents enhancing teachers' 	<ul style="list-style-type: none"> To nominate teachers to attend Basic, Advanced and Thematic (BAT) training courses on Special Education Needs (SEN) provided by the EDB 	<ul style="list-style-type: none"> Increased number of teachers completed the training courses on SEN provided by the EDB Evidence of improvement in teachers' understanding and skills in related areas 	<ul style="list-style-type: none"> Observation Teams' Evaluation Report 	Student Development Committee (SDC), Guidance Team, SEN task force, Life Ed Team, social workers, life coach, educational psychologist	Budget for PD training, various workshops and programs, manpower and resources for fostering students' pastoral support
		<ul style="list-style-type: none"> To equip teachers by attending other courses on relevant areas such as learner diversity and communication with parents 	<ul style="list-style-type: none"> Evidence of improvement in teachers' understanding and skills in related areas 			
		<ul style="list-style-type: none"> To enhance the role of class teachers under the leadership of Grade Coordinator in providing opportunities for them to share about good practices in pastoral support as well as specific themes such as building relationship and trust with students and parents 	<ul style="list-style-type: none"> Evidence of improvement in teachers' understanding and skills in related areas Positive feedback is/are given by the grade coordinators and class teachers 			

	capacity in providing pastoral care especially in their role as grade coordinators	<ul style="list-style-type: none"> To strengthen the pastoral role of Grade Coordinator by encouraging and supporting them in providing advice and guidance for class teachers in their personal, moral and social development 	<ul style="list-style-type: none"> Improvement in various indicators of the role of class teachers and grade coordinators 			
		<ul style="list-style-type: none"> To strengthen the role of teacher mentors to help new teachers understand expectations and build competence & confidence in their pastoral role 	<ul style="list-style-type: none"> Positive feedback on the role of teacher mentor is/are given by the new teachers 			
		<ul style="list-style-type: none"> To strengthen the coordination between Moral & Civic Education, Life Education and Further Studies & Life Planning team to ensure students are provided timely advice and support in the different stages of their career & life planning 	<ul style="list-style-type: none"> A more comprehensive and effective implementation of the school's Career and Life Planning Programme 			
2.2	To cultivate students' positive values (courage, perseverance, respect, empathy, commitment, integrity)	<ul style="list-style-type: none"> To adopt a Whole-School Approach to develop students' character strengths, positive life values and attitude To participate in and promote the EDB program "My Pledge to Act (MPA) 2022-- Be Grateful and Treasure What We Have, Stay Positive and Optimistic" To promote life education 	<ul style="list-style-type: none"> Positive values embedded into curriculum of all KLAs MPA Ambassadors fulfilled their pledges and upheld positive values in the school-based award schemes and related learning activities At least 50% of the MPA showed gratefulness, optimistic and positive values 	<ul style="list-style-type: none"> Curriculum document Survey Observation Teams' Evaluation Report 	ADC, SDC, subject panels, MCE team, guidance team, SAS team Life education team	Manpower and resources for various activities
		<ul style="list-style-type: none"> To organize a variety of service-related activities to provide opportunities for students to put the Values into action by serving the community 	<ul style="list-style-type: none"> Participating students have a better understanding and appreciation of positive values through their service projects Positive feedback on related programs from majority of teachers/students 			

2.3	To enhance students' sense of national identity, law-abiding awareness and community engagement	<ul style="list-style-type: none"> To develop students' sense of national identity through workshops, seminar and community services, and national education 	<ul style="list-style-type: none"> Related activities held as scheduled Positive feedback from majority of students 	<ul style="list-style-type: none"> Curriculum document Survey Observation Teams' Evaluation Report 	MCE team, SMS team, National Security Steering Committee (NSSC), PD team, global citizenship team, related subject panels	Budgets for various activities and PD programme, Grant for Sister School Scheme by EDB
		<ul style="list-style-type: none"> To strengthen the national security curriculum through different subjects and MCE lessons 	<ul style="list-style-type: none"> Related activities held as scheduled Positive feedback from majority of teachers/students 			
		<ul style="list-style-type: none"> To provide students with exchange opportunities in Mainland to gain a better understanding and experience of development of the country 	<ul style="list-style-type: none"> Related activities held as scheduled Positive feedback from majority of students 			
		<ul style="list-style-type: none"> To strengthen the partnership of sister schools in Mainland and to accelerate the network to Mainland for culture exchange 	<ul style="list-style-type: none"> Increased number of sister school is connected Related activities held as scheduled 			
		<ul style="list-style-type: none"> To promote teachers' awareness of national identity, constitution, basic law and Hong Kong 	<ul style="list-style-type: none"> Related PD programs held as scheduled Positive feedback from majority of teachers 			

Major Concern 3: Building a digital and healthy school environment

Item	Targets	Strategies	Success criteria	Means of evaluation	Action taken by	Resources required
3.1	To fully utilize the state-of-the-art IT tools to enhance teaching and learning effectiveness	<ul style="list-style-type: none"> To upgrade the IT equipment in classrooms and STEM Lab as well as convert the STEM Lab and MAC Lab into an Innovative Learning Lab 	<ul style="list-style-type: none"> IT equipment is to be updated STEM Lab and MAC Lab is to be converted into an Innovative Learning Lab 	<ul style="list-style-type: none"> Curriculum document Survey Observation Teams' Evaluation Report 	21st CLD, PD team, subject panels	Budgets for upgrading the IT equipment and PD programme, Funding for SS Innovation Lab
		<ul style="list-style-type: none"> To promote the use of STEM Lab and other IT facilities and equipment 	<ul style="list-style-type: none"> Higher usage of STEM Lab and other IT facilities and equipment 			

		<ul style="list-style-type: none"> To organize professional development program on IT tools and innovative e-learning 	<ul style="list-style-type: none"> Related PD held as scheduled Positive feedback from majority of teachers 			
		<ul style="list-style-type: none"> To share good practices and showcase success of the use of IT in teaching & learning in QCM and department meetings 	<ul style="list-style-type: none"> Related sharing held as scheduled Positive feedback from majority of teachers 			
3.2	To further promote environmental awareness and sustainable practices	<ul style="list-style-type: none"> To promote environmental awareness through events and activities 	<ul style="list-style-type: none"> Endangered species museum is to be opened to public and our students Increased awareness of protecting the environment 	<ul style="list-style-type: none"> Curriculum document Number of visits arranged to the museum Teams' Evaluation Report 	Green unit, related subject panels	Budgets for installing the solar panel system, manpower and resources for arranging related activities
	<ul style="list-style-type: none"> To promote energy saving and the use of sustainable energy by the use of newly implemented solar panel system 	<ul style="list-style-type: none"> A solar panel system is to be installed Increased awareness of energy saving among students Increase alignment of the curriculum of STEM and energy saving 				
	<ul style="list-style-type: none"> To foster students' roles as good stewards of nature by organizing activities including green week, science projects, and Eco Pioneer 	<ul style="list-style-type: none"> Related programs held as scheduled Increased awareness of healthy eating and physical fitness Positive feedback from majority of students/teachers 				
3.3	To maintain a healthy, amicable and caring school environment and atmosphere	<ul style="list-style-type: none"> To incorporate value education in the schemes of work in all KLAs 	<ul style="list-style-type: none"> The value education embedded in the curriculum of all KLAs 	<ul style="list-style-type: none"> Curriculum document Survey Observation Teams' Evaluation Report 	ADC, SDC, subject panels MCE team, ASA team, guidance team	Budgets for Campus and facilities enhancement, manpower and resources for arranging related activities
	<ul style="list-style-type: none"> To enhance student-student and teacher-student relationships through better social interaction in everyday contact 	<ul style="list-style-type: none"> Improvement in various indicators on the social interaction and S-S & T-S relationship 				
	<ul style="list-style-type: none"> To empower Christianity Development team to help students grow in their faith 	<ul style="list-style-type: none"> Related programs held as scheduled Increased understanding on the love of God 				

		<ul style="list-style-type: none"> • To keep teachers and parents well-informed of seminars / workshops / school activities etc., by two-way communication 	<ul style="list-style-type: none"> • Improvement in various indicators on the internal communication 			
		<ul style="list-style-type: none"> • To strengthen the curriculum of Athletics by introducing new items to keep students in good physique 	<ul style="list-style-type: none"> • At least ONE new sports / sport-related activities is/are introduced. 			
		<ul style="list-style-type: none"> • To promote healthy diets and the importance of a clean and safe environment around the school campuses 	<ul style="list-style-type: none"> • At least one Clean School Campaign and one event on healthy diets is arranged • Improvement in various indicators on the campus management 			