

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

Annual School Plan (Secondary Division)

2021 - 2022

Major Concern 1: Nurturing lifelong and innovative learners

Item	Targets	Strategies	Success criteria	Means of evaluation	Action taken by	Resources required
1.1	To foster growth mindset and habits including goal-setting, risk-taking and self-evaluating	<ul style="list-style-type: none"> ● To promote the use of goal-setting, risk-taking and self-evaluation in students' learning as well as their daily life ● To encourage students to take risks in their learning through trial and experimentation and a discovery-based approach to learning ● To promote the growth mindset of students through workshops, sharing in homeroom period and the use of A-Diary ● To promote reflective thinking through "self" and "peer" evaluation ● To help students explore their aspirations and learn to set life goals through life planning programs and life education 	<ul style="list-style-type: none"> ● Increased learning experiences for practicing the use of growth mindset and habits ● Students completed the goal-setting and self-evaluation in A-Diary+ ● Students demonstrated their achievement through their learning product, including the mini-projects among subjects and PBL ● Increased number of activities emphasizing on the growth mindset ● Students made good use of the A-Diary ● Positive feedback on the programme from majority of students ● Self and/or peer evaluation found in assignments and/or assessments ● Related programmes held as scheduled ● Positive feedback on the programme from majority of students/parents ● Students conducted their personal goals review in A-Diary 	Curriculum document Survey Observation Teams' Evaluation Report Students' works	Academic Development Committee (ADC), Student Development Committee (SDC), subject panels, guidance team, PBL team, Life Planning team, class teachers	Budget for PD training, manpower and resources for promoting growth mindset and habits

1.2	To further promote digital citizenship to strengthen students' awareness of intellectual property and ethics in technology	<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 	Curriculum document Survey Observation Teams' Evaluation Report Students' works	21st CLD team, PD team, MCE and guidance team	Budget for PD training, Budget for liaison with mainland/overseas schools, manpower and resources for promoting digital citizenship
<ul style="list-style-type: none"> To embed the curriculum of digital citizenship in learning and teaching 	<ul style="list-style-type: none"> Learning experiences embedded in the curriculum for practicing digital citizenship 	Subject Panels				
<ul style="list-style-type: none"> To connect classrooms and students around the world using technologies to build understanding & empathy and skills of communication & collaboration 	<ul style="list-style-type: none"> At least one virtual exchange programme was arranged for the junior grade 	Global Citizenship team				
1.3	To strengthen high-order thinking and entrepreneurial spirit	<ul style="list-style-type: none"> To further promote high-order thinking through questioning technique, problem-based learning experiences 	<ul style="list-style-type: none"> Increased elements of high-order thinking found in assignment/assessment Improvement in various indicators of strengthening high-order thinking 	Curriculum document Survey Observation Teams' Evaluation Report Students' works	Academic Development Committee (ADC), subject panels	Budget for the HOT and entrepreneurship programmes
<ul style="list-style-type: none"> To establish partnership with education institutions to design school-based HOT and entrepreneurship program for students 	<ul style="list-style-type: none"> At least two programmes of HOT and entrepreneurship were held Positive feedback on the programmes from majority of students/teachers 					
<ul style="list-style-type: none"> To provide experiential learning experiences to students to practice the design-thinking process through problem-based learning activities and tasks with a social cause 	<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 					
<ul style="list-style-type: none"> To equip teachers' skills of HOT and entrepreneurial spirit through workshops, seminar and peer lesson observation 	<ul style="list-style-type: none"> PD session(s) is/are given to teachers to introduce the concepts of design-thinking Positive feedback on the programmes from majority of teachers 					

1.4	To enrich students' 5C (critical thinking, creativity, communication, collaboration, computational thinking)	<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 	Curriculum document Survey Observation Teams' Evaluation Report	Academic Development Committee (ADC), 21st CLD team, gifted education team, reading team, subject panels	Budget for various projects and programmes, manpower and resources for various projects and programmes
		<ul style="list-style-type: none"> To design and implement various Innovation and Technology Projects in different grades 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 HKAGE Art-Tech program for gifted students 	<ul style="list-style-type: none"> Related programmes held as schedule Positive feedback on the programmed from majority of students/teachers 		21st CLD team, related subject panels	
		<ul style="list-style-type: none"> To deploy resources to maximize opportunities for gifted students to enrich their 5Cs' experiences through pull-out programmes, joint-school collaborations and local, regional, and international competitions 	<ul style="list-style-type: none"> Increased variety of relevant programmes held as schedule 		Gifted education team, related subject panels	
		<ul style="list-style-type: none"> To promote reading to learn by assigning extended reading tasks related to the topic/module taught 	<ul style="list-style-type: none"> Increased reading activities held to promote reading to learn Increased variety of relevant programme held as schedule Improvement in various indicators on reading 		Reading team, related subject panels	
		<ul style="list-style-type: none"> To strengthen the experiential learning opportunities such as life-wide learning day, academic weeks, etc., to enrich students' 5Cs 	<ul style="list-style-type: none"> Experiential learning experiences embedded to enrich the 5Cs via life-wide learning day and academic weeks Positive feedback on related programmes from majority of students/teachers 		Other Learning Experience Committee (OLEC), related subject panels	

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 foster students’ mental and physical well-being	<ul style="list-style-type: none"> ● To conduct a series of health-related programmes, seminars, workshops and camps to equip students with the knowledge, skills and attitudes needed for their mental and physical well-being ● To promote appreciation and gratitude in daily life ● To cooperate with our social worker or other NGOs to cater for students’ emotional needs or to provide guidance ● To conduct a series of Professional Development talks and/or workshops for teachers to develop their skills and equip them with knowledge in identifying and addressing students with emotional needs ● To organize gatherings, seminars and support groups for parents to assist them in nurturing their children mental and emotional health and development 	<ul style="list-style-type: none"> ● Related programmes held as scheduled ● Increased awareness and understanding of mental and physical well-being among students ● Students demonstrated appreciation to their peers, teachers and school ● Students showed improvement ● Positive feedback from majority of teachers and professional team ● Positive feedback on related programmes from majority of teachers ● Related activities held as scheduled ● Positive feedback on related programmes from majority of teachers 	Observation Teams’ Evaluation Report	SDC, Guidance team, SEN task force, social workers, life coach, educational psychologist,	Budget for various workshops and programmes, manpower and resources for fostering students’ mental and physical well-being

2.2	To nurture students' social-emotional learning skills (self-management, self-awareness, responsible decision-making, relationship skills and social awareness) to face adversities	<ul style="list-style-type: none"> To enhance opportunities for leadership and student-led initiatives 	<ul style="list-style-type: none"> Related activities held as scheduled Positive feedback on related programmes from majority of teachers/students 	Observation Teams' Evaluation Report	Guidance team, life coach, SEN task force, SAS team, MCE team	Manpower and resources for various activities
		<ul style="list-style-type: none"> To encourage in each student a joy in understanding their character strength in order to foster an inner sense of spirituality and wellbeing 	<ul style="list-style-type: none"> Related activities held as scheduled Increased understanding on character strength Positive feedback on related programmes from majority of students 			
2.3	To develop 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) 2021-- Be Grateful and Treasure What We Have, Stay Positive and Optimistic" 	<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 	Curriculum document Survey Observation Teams' Evaluation Report	ADC, SDC, subject panels, MCE team, guidance team, SAS team	Manpower and resources for various activities
		<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"> Increase opportunities for students to learn, serve and be recognized Positive feedback on related programmes from majority of teachers/students 			
2.4	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 	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 implement 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 promote teachers' awareness of national identity, constitution, basic law and Hong Kong 	<ul style="list-style-type: none"> Related PD programmes held as schedule Positive feedback from majority of teachers 			
		<ul style="list-style-type: none"> To set up a taskforce to coordinate the implementation of national security education in school 	<ul style="list-style-type: none"> A task force set up as scheduled 			

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 hone teachers' and students' skills in making use of 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 	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 schedule 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 schedule Positive feedback from majority of teachers 			
3.2	To further promote environmental awareness and sustainable practices	<ul style="list-style-type: none"> To promote awareness on endangered species protection by arranging school tour to the endangered species museum 	<ul style="list-style-type: none"> Endangered species museum is to be opened to public and our students Increased awareness of protecting endangered species 	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 the visit to the museum
		<ul style="list-style-type: none"> To install a solar panel system in school to promote energy saving and the use of sustainable energy 	<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 			
3.3	To establish healthy lifestyle and fitness habits	<ul style="list-style-type: none"> To adopt a whole-school approach to promote healthy eating and physical fitness across the curriculum 	<ul style="list-style-type: none"> Related programmes held as scheduled Increased awareness of healthy eating and physical fitness Positive feedback from majority of students/teachers 	Observation Teams' Evaluation Report	SDC, SAS team, related subject panels	Budgets for various activities

		<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 programmes held as scheduled Increased awareness of healthy eating and physical fitness Positive feedback from majority of students/teachers 			
3.4	To maintain an 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 	Curriculum document Survey Observation Teams' Evaluation Report	ADC, SDC, subject panels MCE team, ASA team, guidance team	Nil
	<ul style="list-style-type: none"> To participate in and promote the EDB program "My Pledge to Act (MPA) 2021-- Be Grateful and Treasure What We Have, Stay Positive and Optimistic 	<ul style="list-style-type: none"> MPA Ambassadors fulfill their pledges and uphold positive values in the school-based award schemes and related learning activities 50% of the students show gratefulness, optimistic and positive values 				
	<ul style="list-style-type: none"> To enhance student-student and teacher-student relationships through better social interaction in everyday teaching and learning 	<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 ensure internal communication are consistent, collegiate and accessible 	<ul style="list-style-type: none"> Improvement in various indicators on the internal communication 				
	<ul style="list-style-type: none"> To continue the new teacher mentorship program by assigning an experience teacher as mentor to provide individualized support 	<ul style="list-style-type: none"> Positive feedback from new teachers 				