

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

Annual School Plan (Secondary Division)

2023-2024

Major Concern 1: Nurturing lifelong and innovative learners

Item	Targets	Strategies	Success criteria	Means of evaluation	Action taken by	Resources required
1.1	To cultivate a lifelong love for learning and develop students' determination to become lifelong learners	<ul style="list-style-type: none"> To promote the authentic and meaningful learning experiences that connect to their passion, interests, encourage curiosity, exploration, problem-solving and self-directed learning 	<ul style="list-style-type: none"> Increased learning experiences that connect to students' interests and passion Increased learning experiences allow students to practice their curiosity, problem-solving and self-directed learning skills 	<ul style="list-style-type: none"> Curriculum document Survey Observation Teams' Annual Plan and 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 provide opportunities for students to pursue personal interests and passions through extracurricular activities, life planning & life education programmes and projects 	<ul style="list-style-type: none"> Increased extracurricular activities, life planning & life education programme and projects that connect to students' interests and passion Most of the participating students have aspirations for their academic studies and other domains, and understand the importance of life planning and goal setting 			
1.2	To empower students to become responsible digital citizens and taking ownership of their digital lives	<ul style="list-style-type: none"> To integrate digital citizenship education into the curriculum, teaching students about online safety, responsible internet use, and ethical digital behavior 	<ul style="list-style-type: none"> Increased elements found in curriculum documents and lesson visits Increased awareness and understanding of online safety and digital citizenship 	<ul style="list-style-type: none"> Curriculum document Survey Observation Teams' Annual Plan and Evaluation Report Students' works 	IT in Education, 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 encourage students to reflect on their digital footprint and make informed decisions about their online presence 	<ul style="list-style-type: none"> Reflective exercises/ activities are provided to students to reflect on their ethical use of IT 			

1.3	To empower teachers and students to embrace a growth mindset and foster innovative thinking through dynamic learning environment	<ul style="list-style-type: none"> To provide professional development opportunities for teachers to practice the growth mindset and innovative teaching strategies in daily teaching 	<ul style="list-style-type: none"> PD session(s) is/are given to teachers to practice the growth mindset and innovative teaching strategies Positive feedback on the programs from majority of teachers Improvement in various indicators in the quality of teaching by strengthening reflective thinking and adopting innovative teaching strategies Increased learning experiences for practicing the use of growth mindset and habits 	<ul style="list-style-type: none"> Curriculum document Survey Observation Teams' Annual Plan and Evaluation Report Students' works 	Academic Development Committee (ADC), PBL team, subject panels, Student Development Committee (SDC), PD team, OLE Committee	Budget for PD training, the entrepreneurship program, design thinking programs
		<ul style="list-style-type: none"> To create a supportive and flexible learning environment that encourages risk-taking, experimentation, and problem-solving 	<ul style="list-style-type: none"> Improvement in various indicators in students' confidence in taking risks, trying new approaches and embracing challenges Increased learning opportunities to practice risk-taking and problem-solving Students demonstrated their achievement through their learning products in subject-based activities and PBL Most of the students found teachers supportive and flexible throughout their learning process Positive feedback on the programs from majority of teachers 			
		<ul style="list-style-type: none"> To incorporate opportunities for student-led inquiry, creativity, and innovation in the curriculum 	<ul style="list-style-type: none"> Evidence of student-led inquiry, creativity and innovation in projects and assignments 			
1.4	To strengthen students' the 5C (critical	<ul style="list-style-type: none"> To design interdisciplinary projects or assignments that require students to apply and integrate the 5C skills 	<ul style="list-style-type: none"> Embedded the 5Cs in the curriculum and assignment of all KLAs Improvement in various indicators of learning competences 	<ul style="list-style-type: none"> Curriculum document Survey Observation 	Academic Development Committee (ADC), IT in	Budget for various projects and programs, manpower and

	thinking, creativity, communication, collaboration, computational thinking) skills across different disciplines	<ul style="list-style-type: none"> To integrate computational thinking, coding activities and/or latest AI development across the curriculum to strengthen problem-solving, creativity and logical reasoning skills. 	<ul style="list-style-type: none"> Embedded the computational thinking and/or coding activities in the formal and informal curriculum Related programs and/or activities held as scheduled Positive feedback on the programmed from majority of students/teachers 	<ul style="list-style-type: none"> Teams' Annual Plan and Evaluation Report Students' works 	Education, OLE Committee, subject panels	resources for various projects and programs
		<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 to enrich the 5Cs via life-wide learning day and academic weeks Positive feedback on related programs from majority of students/teachers 			
1.5	To promote equitable access to learning opportunities and support the pursuit of excellence for students with diverse abilities and needs	<ul style="list-style-type: none"> To implement teaching practices that accommodate different learning styles and provide appropriate support for students with diverse abilities 	<ul style="list-style-type: none"> Evidence of increased options for students to demonstrate their learning progress, such as through written work, presentations, or multimedia projects Evidence of increased teaching approaches to support students of diverse needs and abilities Positive feedback on related measures from majority of students/teachers 	<ul style="list-style-type: none"> Curriculum document Survey Observation Teams' Annual Plan and Evaluation Report Students' works 	Academic Development Committee (ADC), gifted education team, Student Advancement & Support team, OLE Committee, subject panels, SEN Task Force, MCE, Life Education, Financial Education, Further Studies & Life Planning team	Budget for various projects and programs, manpower and resources for various projects and programs
		<ul style="list-style-type: none"> To deploy resources to maximize opportunities for gifted (including academic, athletic, aesthetic, leadership) 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 and supports 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 intervention and support to students with special learning needs , such as adjustment in assessments, extra tutorial classes, social skills workshops, parental supports 	<ul style="list-style-type: none"> Evidence of extra support/programme given to students with special needs Positive feedback on related programs from majority of the participants 			
		<ul style="list-style-type: none"> To support 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 encourage student leaders to actively seek input and feedback from their peers 	<ul style="list-style-type: none"> Increased channel and opportunities to seek input and feedback from their peers Positive feedback on related programs from majority of teachers/students 			
		<ul style="list-style-type: none"> To provide more work placement programmes and career/life-planning/financial education programmes to allow students to have a better understanding of their strengths and needs 	<ul style="list-style-type: none"> Increased related programmes are arranged Positive feedback on related programs from majority of teachers/students 			

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 positive relationship, a sense of belonging and emotional well-being	<ul style="list-style-type: none"> To promote self-awareness, emotional regulation, and interpersonal skills through structural programme during CT periods and OLE lessons 	<ul style="list-style-type: none"> Improvement in various indicators in students’ self-awareness, emotional regulation, and interpersonal skills Structural programme found in CT periods and OLE lessons 	<ul style="list-style-type: none"> Survey Observation Teams’ Annual Plan and Evaluation Report 	Student Development Committee (SDC), Guidance Team, SEN task force, Life Ed Team, Home-school liaison, 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 strengthen the role of Grade Coordinators by providing advice and guidance for class teachers to support students’ personal, moral and social development 	<ul style="list-style-type: none"> Increased opportunities for grade coordinator to share with class teachers Positive feedback is/are given by the grade coordinators and class teachers 			
		<ul style="list-style-type: none"> To enhance the role of class teachers under the leadership of Grade Coordinators 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"> Increased opportunities for teachers to share about the good practices Positive feedback given by the grade coordinators and class teachers 			
		<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 enhance the parent education on positive relations and emotional well-being 	<ul style="list-style-type: none"> Positive feedback on parent education about positive relations and emotional well-being by parents 			

		<ul style="list-style-type: none"> To establish effective communication channels among student leaders and school representatives 	<ul style="list-style-type: none"> Increased opportunities for students leaders to share with school representatives 			
2.2	To cultivate students' positive values (perseverance, empathy, respect, courage, commitment, integrity)	<ul style="list-style-type: none"> To embed value education into the formal and informal curriculum, providing opportunities for discussions, reflections, and ethical decision-making with a yearly focus 	<ul style="list-style-type: none"> Positive values embedded into curriculum of all KLAs Evidence of the yearly focus was implemented effectively Positive feedback on related programs from majority of teachers/students 	<ul style="list-style-type: none"> Curriculum document Survey Observation Teams' Annual Plan and 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 engage students in community service that promote social responsibility and cultivate positive values 	<ul style="list-style-type: none"> Participating students have a better understanding and appreciation of positive values through their community service projects Positive feedback on related programs from majority of teachers/students 			
		<ul style="list-style-type: none"> To ensure the core elements of value education are shared among the school community 	<ul style="list-style-type: none"> Increased opportunities to share the core elements of value education Positive feedback on related programs from majority of teachers/students/parents 			
2.3	To cultivate a sense of social responsibility and civic 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 Number of visits/activities arranged Teams' Annual Plan and 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 and NSE programs 	<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 with sister schools in Mainland and to accelerate the network to Mainland for cultural exchange 	<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 programs held as scheduled Positive feedback from majority of teachers 			
		<ul style="list-style-type: none"> To offer opportunities for students to engage in community service projects and voluntary activities 	<ul style="list-style-type: none"> Increased opportunities for students to engage in community service project and volunteer activities Positive feedback from majority of students 			
		<ul style="list-style-type: none"> To encourage students to explore local and global issues, fostering an understanding of their role as responsible citizens 	<ul style="list-style-type: none"> Increased opportunities for students to explore local and global issues, such as sustainable development goals, the development of digital learning, etc. Positive feedback from majority of students/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 foster a sustainable and technology-enhanced teaching and learning environment	<ul style="list-style-type: none"> To provide professional development for teachers on integrating technology tools and resources effectively in their teaching practice 	<ul style="list-style-type: none"> Related PD held as scheduled Positive feedback from majority of teachers 	<ul style="list-style-type: none"> Curriculum document Survey Observation Teams' Annual Plan and Evaluation Report Students' work 	IT in Education, PD team, subject panels, Environmental Education & Green school	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 digital portfolio or online platforms to showcase student work and learning progress and promote collaboration and feedback 	<ul style="list-style-type: none"> Evidence of the use of digital portfolio or online platforms to showcase student work and learning progress Positive feedback from majority of teachers/students 			
		<ul style="list-style-type: none"> To implement energy-efficient practices, such as using power-saving settings on devices and promoting responsible energy consumption 	<ul style="list-style-type: none"> Evidence of implementing energy-efficient practices Increased awareness and understanding of energy-efficient practices Related training and/or sharing held as scheduled Positive feedback from majority of teachers/students 			
3.2	To advance environmental awareness and sustainable practices and responsible stewardship	<ul style="list-style-type: none"> To integrate environmental education across the curriculum, raising awareness about sustainability, climate change, and ecological systems 	<ul style="list-style-type: none"> Related school areas, such as Endangered species museum, Butterfly and herbal garden, are to be opened to public and our students Embed the concept of sustainability into formal and informal curriculum Increased awareness of protecting the environment 	<ul style="list-style-type: none"> Curriculum document Number of visits/activities arranged Teams' Annual Plan and Evaluation Report 	Environmental Education & Green school, ADC, SDC, related subject panels,	Budgets for installing the solar panel system, manpower and resources for arranging related activities

	within school community.	<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"> Evidence of promoting energy saving and the use of sustainable energy into formal and informal curriculum Increased awareness of energy saving Increase alignment of the curriculum of STEM and energy saving 		STEM team	
		<ul style="list-style-type: none"> To foster students' roles as good stewards of nature by engaging students in different environmental projects and initiatives, such as managing root-top garden, coordinating green week, science projects, campaigns etc. 	<ul style="list-style-type: none"> Related programs held as scheduled Positive feedback from majority of students/teachers 			
3.3	To foster a healthy, inclusive and caring school environment and atmosphere	<ul style="list-style-type: none"> To foster a culture of continuous learning by celebrating achievements and growth, and encouraging students to set goals for self-improvement 	<ul style="list-style-type: none"> Increased opportunities to recognize positive behavior and celebrate the students' achievements and growth Positive feedback from majority of students/teachers Teachers agree that students are more committed to their learning in general 	<ul style="list-style-type: none"> Curriculum document Survey Observation Number of visits/activities arranged Teams' Annual Plan and Evaluation Report 	ADC, SDC, related subject panels, MCE team, Guidance team, SMS team, CD team	Budgets for Campus and facilities enhancement, manpower and resources for arranging related activities
		<ul style="list-style-type: none"> To provide opportunity for students to engage in conflict resolution and peer mediation training 	<ul style="list-style-type: none"> Related programs held as scheduled Most of the participating students found the skill useful in conflict resolution and peer mediation Positive feedback from majority of students/teachers 			
		<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 implement strategies to promote self-care, such as mindfulness activities, stress management workshop or religious sharing among students and teachers 	<ul style="list-style-type: none"> Related programs held as scheduled Positive feedback from majority of students/teachers 			

		<ul style="list-style-type: none"> To promote healthy diets and lifestyle and the importance of a clean and safe environment around the school campuses 	<ul style="list-style-type: none"> Increased awareness of healthy eating and physical fitness Positive feedback from majority of students/teachers At least one Clean School Campaign and one event on healthy diets is arranged Improvement in various indicators on the campus management 			
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