

Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School
Annual School Plan (Secondary Division)
2024 - 2025

Major Concern 1: Leveraging on Digital Technology at All Levels of the School

Targets	Strategies	Success criteria	Means of evaluation	Action taken by	Resources required
<p>Implement a comprehensive technology integration plan across the curriculum, from junior to high school</p>	<ul style="list-style-type: none"> ● Integrate digital literacy and computational thinking skills into the curriculum ● Incorporate interactive and multimedia technologies across all subject areas to enhance student engagement and learning ● Encourage project-based, collaborative, and personalized learning opportunities that leverage digital tools and resources 	<ul style="list-style-type: none"> ■ Digital literacy and computational thinking are included in the subject syllabi. ■ Interactive and multimedia technologies are frequently used in classroom activities. ■ Increased student participation and enthusiasm in lessons using multimedia tools. ■ All classrooms are equipped with necessary facilities that could facilitate multimedia resources. ■ Project-based learning activities (subject-based/cross-disciplinary) are included. ■ Collaborative activities are arranged in class, with at least 70% of students reporting positive collaborative experiences. ■ Flexible learning activities and materials using digital tools and resources that suit students' learning needs and abilities are seen in at least 70% of the subjects. 	<ul style="list-style-type: none"> ■ SOW ■ School-based survey ■ Lesson observation ■ Assignment inspection 	<ul style="list-style-type: none"> ■ All subject panels ■ IT Team ■ ADC ■ AI in Edu Team 	<ul style="list-style-type: none"> ■ IT facilities and related platforms/apps

<p>Invest in robust infrastructure, including upgrading/enhancing</p> <ul style="list-style-type: none"> ■ modern devices ■ high-speed internet ■ cloud-based learning platforms ■ school administration 	<ul style="list-style-type: none"> ● Upgrade the school's IT infrastructure, including network bandwidth, Wi-Fi coverage, and server capacity ● Integrate digital tools and automation into school administration, such as attendance tracking, communication, and data management ● Develop a sustainable technology maintenance and replacement plan to ensure the continuous availability of up-to-date devices and software ● Explore green and energy-efficient solutions to fit for the school's needs 	<ul style="list-style-type: none"> ■ All classrooms' Wi-Fi fulfill EDB 900 specification ■ An action plan for digital school administration will be prepared before Feb 2025 and will kickstart the implementation process in 2024-2025. ■ Develop a technology maintenance policy for providing high availability of digital learning environment in school. ■ Introducing cloud-based subscription services to reduce the cost of maintenance and power consumption in school. 	<ul style="list-style-type: none"> ■ WaaS School testing tool ■ Digital school administration action plan ■ Technology maintenance policy ■ Cloud-based technology implementation plan 	<ul style="list-style-type: none"> ■ IT Team ■ e-Learning Team ■ AI in Edu team ■ ADC 	<ul style="list-style-type: none"> ■ Technical consultation ■ cloud based platform and services
--	--	--	--	---	---

<p>Provide extensive professional development for teachers to effectively integrate technology into their teaching practices</p>	<ul style="list-style-type: none"> ● Offer regular training sessions and workshops on the effective use of educational technologies ● Collaborate with external experts, educational technology providers, and the EDB to access the latest training resources ● Provide professional development opportunities for teachers to stay informed about emerging educational technologies and their applications in the classroom 	<ul style="list-style-type: none"> ■ Achieve at least 80% teacher attendance in training sessions/workshops related to educational technologies. ■ Over 70% of participants report improved confidence and skills in using educational technologies. ■ At least 70% of attendees show a positive response regarding the relevance and quality of the training related to educational technologies. ■ Form partnerships with at least three external experts/technology providers, and the EDB. ■ Offer a minimum of three professional development opportunities per year focused on emerging technologies. ■ At least 70% of teachers report they feel confident integrating technology into their teaching practice. 	<ul style="list-style-type: none"> ■ PD attendance and record ■ Evaluation feedback from participants of the PD programmes offered ■ School-based survey 	<ul style="list-style-type: none"> ■ PD Team ■ IT Team ■ AI in Edu Team 	<ul style="list-style-type: none"> ■ School budget for PD program
--	--	--	---	--	--

<p>Explore innovative educational technologies, such as virtual/augmented reality, coding, and data analytics, to enhance the learning experience and foster interdisciplinary collaboration</p>	<ul style="list-style-type: none"> ● Pilot and evaluate the use of emerging technologies to create immersive and engaging learning environments ● Utilize technology to conduct data analysis to inform personalized learning, identify learning difference, and optimize teaching and assessment practices ● Collaborate with technology companies, universities, and educational institutions to access the latest innovations and resources ● Subjects implement interdisciplinary collaboration and the related learning experiences are enhanced/shared through the use of technology 	<ul style="list-style-type: none"> ■ At least 2 emerging technologies are adopted in learning activities and students are engaged in these activities. ■ Students' learning performance is analysed through advanced technology. ■ At least 2 collaboration opportunities for teachers and/or students with technology companies, universities and educational institutions. ■ All subjects implement interdisciplinary collaboration and technology is used to enhance/share the learning experiences. 	<ul style="list-style-type: none"> ● Evaluation of collaboration held ● AWAP Evaluation ● School-based survey ● SHS ● APASO ● Teachers' observation 	<ul style="list-style-type: none"> ■ All Subject Panels ■ IT Team ■ AI in Edu Team 	<ul style="list-style-type: none"> ■ VR/AR technology ■ Resources provided by external parties such as universities and technology companies
--	--	---	---	---	--

<p>Enhance reading engagement and strengthen the reading environment through innovative technology integration</p>	<ul style="list-style-type: none"> ● Provide access to a wide range of e-books and/or audiobooks through digital libraries or platforms, allowing students to choose from a diverse collection of reading materials. ● Establish virtual book clubs or book sharing e-platforms where students can discuss and analyze books online, fostering a sense of community and encouraging peer-to-peer learning and engagement. ● Utilize technology to create better reading experiences, and making reading more interactive and engaging ● Encourage students to create and share their own stories using digital storytelling platforms and/or apps, fostering creativity and strengthening the reading atmosphere 	<ul style="list-style-type: none"> ■ E-books and/or audio books can be easily accessed by teachers and students, with a diverse collection of reading materials in both English and Chinese languages ■ At least one online book sharing platform/ Virtual Book Club is set up, allowing students to share reading experiences, and participants are engaged in the sharing ■ More students borrow/access e-books and/or audio books ■ Reading activities using technology are held and participants find them interactive and engaging ■ Library Prefects create and share their own stories using digital storytelling platforms and/or apps, and their works are shared within the school community ■ Increased percentage of students agree reading activities held can nurture their reading habit 	<ul style="list-style-type: none"> ■ Record of accessing E-books and audio books ■ Variety of e-reading materials provided ■ Activities on online book sharing platform, digital storytelling platform/apps or related activities 	<ul style="list-style-type: none"> ■ AI in Edu Team ■ Reading & Library Affairs Team 	<ul style="list-style-type: none"> ■ e-book platforms ■ online book sharing platform ■ digital storytelling platform/app
--	--	---	--	--	---

Major Concern 2: Promoting Student Wellbeing and National Pride through Character-Building Initiatives

Targets	Strategies	Success criteria	Means of evaluation	Action taken by	Resources required
<p>Strengthening the curriculum that emphasizes the study of national history, culture, and traditions, fostering a strong sense of identity and pride</p>	<ul style="list-style-type: none"> ● Review the existing curriculum to strengthen the element of national history, culture, and traditions across various subject areas ● Highlight the significance of Chinese heritage, its global influence, and the development of national identity in lessons and activities ● Collaborate with the EDB, universities, and cultural institutions to access the latest curriculum resources, teaching materials, and subject-matter expertise ● Establish partnerships with organizations and experts to facilitate authentic learning experiences, such as master class, seminars, workshops and field trips 	<ul style="list-style-type: none"> ■ Elements of national history, culture, and traditions across subjects areas are incorporated ■ Topics of Chinese heritage, its global influence, and the development of national identity in lessons and activities are demonstrated with high frequency. ■ Collaborations with EDB or other institutions is more than that of the previous years ■ Establish ties with at least two organizations to facilitate authentic learning experiences 	<ul style="list-style-type: none"> ■ SOW ■ Lesson & Activities Observation Form ■ Meeting notes or correspondences with EDB/other institutions ■ Activities Observation 	<ul style="list-style-type: none"> ■ Related subject panels ■ NSE Team 	<ul style="list-style-type: none"> ■ Related Grant from EDB

<p>Organize engaging and authentic learning activities, including cultural events, festivals, and community service projects, to involve students in celebrating their national heritage and engaging with global affairs, fostering a positive life attitude.</p>	<ul style="list-style-type: none"> ● Encourage student participation in local and international competitions, exchanges, excursions, and service-learning projects that address local, national and global issues and foster a positive life attitude ● Collaborate with parents, alumni, and community partners to work on cultural events and community service initiatives ● Recognize and celebrate student achievements and contributions in cultural activities and community service projects ● Encompass the traditional Chinese cultural ideology in the designing and planning of the school-based value education curriculum so as to empower students to navigate challenges with resilience and cultivate holistic well-being. 	<ul style="list-style-type: none"> ■ Students' participation rate and affection in the said activities are higher than that of the previous years ■ The scale of the said activities has expanded and included different stakeholders compared to past years. ■ Established a formal system for identifying and recognizing outstanding student contributions and achievements. ■ Received a higher rating from that of the previous year from the students, parents, and the broader school community on the relevance and impact of the value education curriculum. 	<ul style="list-style-type: none"> ■ KPM & APASO ■ Activity's implementation plan ■ Recognition System ■ SHS & APASO 	<ul style="list-style-type: none"> ■ National Security, Basic Law and National Education Committee ■ MCE Team ■ OLE Committee ■ Community Service Team 	<ul style="list-style-type: none"> ■ Relevant Grants and activity cost for the activities ■ Awards and Prizes
--	---	---	--	--	---

<p>Promoting unity across various levels while maintaining an inclusive school environment that celebrates diversity and supports all students' individual needs</p>	<ul style="list-style-type: none"> ● Implement school-wide programs and initiatives that foster a culture of inclusivity, empathy, and respect for diversity ● Redesign the framework of the excursion into three main streams: cultural immersion, personal challenging and pre-college exploration ● Collaborate with parents, alumni, and external stakeholders to strengthen the school's support network for student development ● Promote the importance of integrating Creativity, Leadership, Activity, Project-based learning, and Service into students' learning among teachers 	<ul style="list-style-type: none"> ■ Develop and implement at least 2 new school-wide programs or initiatives that promote inclusivity, empathy, and respect for diversity. ■ A 10% increase in rating among the various stakeholders on the school's support on student development 	<ul style="list-style-type: none"> ■ Activity Observation ■ SHS ■ Feedback from teachers ■ Findings from excursion documents 	<ul style="list-style-type: none"> ■ Student Management & Support ■ Student Advancement Support ■ Guidance ■ MCE & Life Ed ■ Home-School Liaison ■ Alumni Affairs ■ NCS Support 	<ul style="list-style-type: none"> ■ School budget for PD program CAS – IB curriculum
--	--	--	--	--	--

Major Concern 3: Creating Sustainable and Flexible Learning and Teaching Environments

Targets	Strategies	Success criteria	Means of evaluation	Action taken by	Resources required
<p>Incorporate green school practices, such as energy-efficient lighting, water conservation, and renewable energy sources, to reduce the school's environmental footprint</p>	<ul style="list-style-type: none"> ● Implement intelligent building management systems to optimize energy efficiency ● Organize school-wide initiatives, such as one person one flower scheme, eco walk @ A-campus and school clean-up campaigns, to engage students in environmental stewardship ● Collaborate with environmental organizations and government agencies to access the latest green technology and best practices ● Integrate sustainability education (SDG goals) and environmental awareness into the curriculum and extracurricular activities ● Engage the school stakeholders, including students, teachers, and parents, in promoting and participating in the green school practices 	<ul style="list-style-type: none"> ■ Topics of sustainability education are incorporated into at least half of the subjects across all grade levels through curriculum or activities ■ At least one Eco-walk tour is arranged for teaching staff ■ Eco-walk tour is promoted to other schools to promote green education ■ Organise at least two school-wide environmental awareness events ■ Provide sustainability education training for at least one-third of teachers, enhancing their understanding of this topic 	<ul style="list-style-type: none"> ■ SOW ■ AWAP Evaluation ■ Arrangements of Eco-walk 	<ul style="list-style-type: none"> ■ All subject panels ■ Green School Unit/ Environmental Education Team ■ PD Team 	<ul style="list-style-type: none"> ■ Facilities and Learning materials to support the Eco-walk

<p>Design flexible classroom layouts and learning spaces that can be easily reconfigured to support different teaching and learning styles</p>	<ul style="list-style-type: none"> ● Provide training and support for teachers to effectively utilize the flexible learning spaces and integrate them into their teaching practices ● Engage students in the design process to gather their feedback and ideas for creating more engaging and collaborative learning environments ● Explore partnerships with educational technology providers to integrate innovative solutions that enhance the flexibility and functionality of the learning spaces 	<ul style="list-style-type: none"> ■ Receive positive feedback from users on enhanced functionality and flexibility of the learning spaces ■ Students' ideas are gathered and considered when redesigning/ designing learning environments ■ Explore partnerships with at least two educational technology providers 	<ul style="list-style-type: none"> ■ Revised design of classroom layout and learning spaces ■ Feedback and suggestions contributed by students ■ Feedback from users 	<ul style="list-style-type: none"> ■ General Management Team ■ Campus Management & Development Team ■ AI in Edu Team ■ Student Union 	<ul style="list-style-type: none"> ■ School Budget for facilities upgraded
<p>Ensure that the school's infrastructure and facilities are adaptable to accommodate future educational trends and technological advancements</p>	<ul style="list-style-type: none"> ● Redesign the existing SS dance room to technology-enriched environments that can accommodate a range of functions, from traditional lecture-based classrooms to collaborative learning hubs to informal social and relaxation areas. ● To explore innovative solutions for Drowning Detective System for the new aquatic complex 	<ul style="list-style-type: none"> ■ Receive positive feedback from users on the new design of the dance room. ■ Investigate the feasibility of installing a drowning detection system in the new aquatic complex, considering both technological capabilities and cost factors. 	<ul style="list-style-type: none"> ■ The renovated design of the dance room includes features that accommodate future education trends. ■ Feedback from the user 	<ul style="list-style-type: none"> ■ General Management Team ■ Campus Management & Development Team ■ ADC Team ■ AI in Edu Team 	<ul style="list-style-type: none"> ■ School Budget for facilities upgraded