

**Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School
Annual School Plan (Secondary Division) 2020 – 2021**

Major Concern 1: Scaffolding learning and personal growth on a through-train scale

Item	Objectives	Strategies	Success criteria	Means of evaluation	Action taken by	Resources required
1.1	To strengthen the coherence and continuity of policies, curricula and programmes linking the three key learning stages (Junior School, Middle School and High School)	<p>Optimizing the class and OLE arrangements during class suspension or half-day school days due to the epidemic</p> <p>Equipping teachers with a wider range of pedagogy to develop students' self-directed learning habits, enhance the effectiveness of group work and e-learning, and provoke students' higher-order thinking</p> <p>Strengthening support to students with diverse learning needs</p> <p>Strengthening support to Grade 12 students in their preparation for public exam and further studies</p>	<p>1. Positive feedback on the special class and OLE arrangements from a majority of students/teachers</p> <p>2. Improvement in various indicators of learning outcomes</p> <p>3. Improvement in public exam performance</p>	<p>1. Survey</p> <p>2. Evaluation Report</p> <p>3. Public exam and further study statistics</p>	Academic Development Committee (ADC), subject panels, all teachers, Further Studies Team, Special Learning Needs Team	Budget for PD training; manpower and resources for catering to diverse learning needs
1.2	To enrich the Middle School curriculum and programmes on a 4-year scale	<p>Refining the curriculum and assessment frameworks of related subjects to further strengthen the interface</p> <p>Fine-tuning pedagogy and learning activities at Grades 7 and 8 to facilitate interaction and collaboration in the 21st Century Classrooms</p> <p>Preparing Grade 8 students for external assessment of third languages</p>	<p>1. Increased alignment of curriculum and assessment between PS and SS</p> <p>2. Improvement in indicators of classroom interaction and collaboration</p> <p>3. Active participation in the language tests</p>	<p>1. Curriculum document</p> <p>2. Survey</p> <p>3. Assessment data</p> <p>4. Observation</p>	Middle School Steering Committee, related subject panels, Third Language Team	Resources and manpower for mentoring classes for third languages
1.3	To enhance mutual understanding and collaboration between teachers in primary and secondary divisions	<p>Inviting PS teachers to attend meetings of subject panels or committees</p> <p>Inviting PS teachers to observe SS lessons, and vice versa</p>	<p>1. Regular attendance by PS teachers in SS meetings</p> <p>2. Lesson observation held with PS at least once per school term for each related subject</p>	<p>1. Minutes</p> <p>2. Lesson observation record</p> <p>3. Survey</p>	Related subject panels	Nil
1.4	To celebrate the school's 15th anniversary	Forming a taskforce to plan and coordinate events	1. Events held as scheduled	1. Number of participants	Task force, related subject panels and	Budgets for various events,

		Organizing a variety of events, such as Variety Show, Open Day and Gala Dinner	2. Positive feedback from participants	2. Observation	teams, PR & Communication Department	souvenirs and publications
		Making souvenirs and an anniversary book				

Major Concern 2: Nurturing lifelong learners with a global perspective and a positive mind

Item	Objectives	Strategies	Success criteria	Means of evaluation	Action taken by	Resources required
2.1	To promote a transdisciplinary approach to teaching and learning	Optimizing the PBL arrangement and enriching the learning elements of Term P excursions	1. Improvement in various indicators of learning outcomes in PBL	1. Survey 2. PBL Team meeting	PBL Team, related subject panels	Budgets for PBL and excursions
		Promoting cross-curricular collaboration through OLE periods	2. Positive feedback on cross-curricular activities from a majority of students/teachers			
2.2	To develop a comprehensive curriculum with a wide range of learning opportunities and challenges for STEAM education	Refining the STEAM curriculum and learning activities at junior grades to strengthen the interface between PS and SS	1. Increased alignment of STEAM curriculum and learning activities between PS and SS	1. Curriculum document 2. Usage record 3. Performance in competitions	STEAM Education Team, related subject panels	Budget for new equipment and learning materials
		Promoting usage of the STEAM Lab	2. Higher usage of the STEAM Lab 3. Active participation in competitions			
2.3	To equip students with the latest skills and tools as well as proper attitude in the use of technologies to enhance their learning	Redesigning learning activities to support the implementation of BYOD policy at Grades 7 and 8	1. Smooth implementation of BYOD policy	1. Curriculum document 2. Panel minutes 3. Survey 4. Observation	21 st Century Learning Design Team, related subject panels	Nil
		Educating students the importance of self-discipline and digital citizenship in using mobile devices, online resources and social platforms	2. Increased awareness of self-discipline and digital citizenship in using IT resources			
2.4	To increase students' global awareness and participation along with a good sense of national pride	Strengthening the implementation of Basic Law and national education across the curriculum	1. Increased awareness of Basic Law and national identity	1. Curriculum document 2. Teams' evaluation reports 3. Survey	Student Development Committee (SDC), Global Citizenship Team, Moral and Civic Development (MCD) Team, related subject panels	Budgets for liaison with mainland/overseas schools; various excursions and exchange programmes
		Strengthening connection with partner schools for overseas excursions and exchange programmes	2. Positive feedback on excursions/exchange programmes from a majority of students/teachers 3. Increased collaboration with partners schools			

2.5	To foster positive values towards oneself and others in order to lead an active and healthy lifestyle	Organizing activities on positive thinking and healthy lifestyles	<ol style="list-style-type: none"> 1. At least 2 whole-school events held during the year to promote positive thinking/healthy lifestyles 2. Positive feedback on teacher-student relationship from a majority of students/teachers 3. Over 70% of G7 – G10 students joining at least 1 service learning programme during the year 	<ol style="list-style-type: none"> 1. Teams' evaluation reports 2. Survey 3. Attendance in related programmes 	SDC, OLE Committee, MCD Team, Guidance Team, Community Service Team	Budgets for seminars, workshops, visits and other learning activities
		Providing more opportunities for class teachers and students to communicate with each other and build relationship				
		Organizing service learning programmes in both junior and senior grades to enhance students' empathy and compassion towards others				

Major Concern 3: Optimizing learning environment to support active learning and whole-person development

Item	Objectives	Strategies	Success criteria	Means of evaluation	Action taken by	Resources required
3.1	To optimize the language and reading environments conducive to good mastery of different languages and extensive reading	Organizing regular activities to promote reading Introducing suitable online platforms to promote e-reading Providing more chances for students to use their third languages in daily life	1. Increased usage of library resources 2. Improvement in various indicators of reading habit 3. Positive feedback on the language environment from a majority of students/teachers	1. Loan record 2. Survey 3. Observation	Library and Reading Team, Language Environment Team, related subject panels	Budget for new books; budget for language activities and excursions
3.2	To cultivate a positive school culture full of love, appreciation and mutual support	Organizing regular activities under the yearly theme “Flourish from me to WE” to promote positive education Enriching the religious environment and programmes to advocate Christian values among students and families Providing more opportunities for parents to communicate with school management in supporting students’ learning and personal growth Establishment of a school history corridor to strengthen teachers’ and students’ sense of belonging to the school Launching a mentorship scheme for senior-grade students in collaboration with Alumni Association	1. Improvement in indicators of positive attitudes/values 2. Positive feedback on the school’s Christian atmosphere from a majority of students/teachers 3. Positive feedback on the communication between parents and school management 4. School history corridor ready by the end of the school year 5. At least 20% of G11 students joining and benefitting from the mentorship scheme	1. Teams’ evaluation reports 2. Survey 3. Attendance in mentorship scheme 4. Observation	SDC, Christianity Development Team, Home-School Liaison Team, Alumni Affairs Team, taskforce for school history corridor	Budgets for various programmes and activities; manpower from City One Baptist Church; facilities and materials for school history corridor
3.3	To further promote students’ participation and expertise in aesthetics and sports with a greater variety of facilities and exposure	Upgrading facilities and equipment for sports and performing arts Launching fitness programmes for students in need	1. Smooth implementation of the QEF project and school-based programmes on promoting physical fitness among students 2. Improvement in fitness of a majority of participants in related programmes 3. Enhanced facilities for sports and performing arts	1. Teams’ evaluation reports 2. Survey	OLEC, related subject panels, Campus Enhancement Team	Funding from QEF; budget for upgrading aesthetic/sports facilities and equipment

3.4	To strengthen support to environmental education leading to a green and sustainable lifestyle	Installing an electricity monitoring system in classrooms and organizing related learning activities to promote energy saving	<ol style="list-style-type: none"> 1. Smooth implementation of the QEF project on energy saving with positive learning outcomes 2. Increased awareness of energy saving 	<ol style="list-style-type: none"> 1. Minutes 2. Evaluation report 3. Energy consumption record 4. Survey 	Green School Unit, related subject panels	Funding from QEF; budget for teaching resources and learning activities
3.5	To widen senior-grade students' career exposure for their life planning	Providing more authentic experiences for senior-grade students to discover different careers and understand their career aspiration	<ol style="list-style-type: none"> 1. Increased career exposure among senior-grade students 2. Positive feedback on related experiences from a majority of participants 	<ol style="list-style-type: none"> 1. Evaluation report 2. Survey 	Further Study & Life Planning Team	Budget for related activities

Major Concern 4: Enhancing teachers' professional competence and cohesion

Item	Objectives	Strategies	Success criteria	Means of evaluation	Action taken by	Resources required
4.1	To equip teachers with the necessary skills and tools in the use of technologies and evaluation data to enhance teaching and learning	Preparing teachers to attain Google Certified Educator Level 2	<ol style="list-style-type: none"> At least 40% of teachers reaching Level 2 At least two workshops held per school term with positive feedback from participants Increased focus on students' learning outcomes in evaluation reports 	<ol style="list-style-type: none"> Certificate Survey Evaluation report 	21 st Century Learning Design team, all subject panels and committees	Budget for PD training and exam fee
		Organizing regular workshops on different pedagogies used in the 21 st Century Classrooms				
		Enhancing the effectiveness of use of the P-I-E cycle in yearly planning and evaluation by subject panels and committees				
4.2	To promote collaborative learning through lesson study and learning circles	Fully implementing video-based lesson study to facilitate professional sharing	<ol style="list-style-type: none"> Video-based lesson observation conducted by every teacher once a year Increased participation in external learning committees 	<ol style="list-style-type: none"> Lesson observation record PD record 	All teachers, related subject panels	Nil
		Participating in EDB learning communities for different subjects				
4.3	To extend learning beyond physical and geographical boundaries	Enriching the online self-learning platform to equip teachers with a wider range of pedagogy	Completion of at least one online course by every teacher	PD record	Centre for Research & Professional Development, PD Team, all teachers	Nil
4.4	To enhance career well-being, team spirit and long-term commitment	Optimizing the working conditions with better facilities and a more comfortable environment	<ol style="list-style-type: none"> Positive feedback on working conditions and job satisfaction from a majority of teachers Relationship building activities held at least once per school term Positive feedback on school's transparency from a majority of teachers 	<ol style="list-style-type: none"> Survey Attendance in staff welfare activities 	Campus Enhancement Team, Staff Welfare Team, senior school management	Budgets for renovation works and welfare activities
		Organizing regular activities for teachers to build relationship				
		Reviewing the procedures for staff promotion				
		Enhancing transparency of the school's decision-making process				