

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

**School Development Plan**

**2009/10 – 2011/12**

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

## School Mission

To provide quality education based on Christian heritage and concern for others.  
Students will explore their potential in an environment where East meets West,  
giving them the best of both cultures.

## School Motto

Passionate to Learn, with Confidence  
Determined to Succeed, with Vision

## Mission Declaration

Catering to the whole-person development  
Putting students first

Empowering students to be spiritually mature,  
wise and informed, artistic, physically strong, creative  
and responsible to the community

Students will become global citizens with national pride at heart

## Where We Are Now

### Our Strengths

- Our School is founded by the Hong Kong Baptist University. We have strong support from HKBU EDUC Department and Finance Office.
- Our School has the benefits of a Direct Subsidy School which allow us to exercise flexibility in terms of management, financial resources, MOI, curriculum as well as student admission.
- Our financial condition is healthy and stable. Steady growth is expected in the coming few years.
- The School Management Committee members share their expertise in different professions. This fosters an interchange of diversified ideas, setting directions and devising plans for future school development.
- The School administration and staff are energetic, adaptable, harmonious and committed to provide students with whole person education.
- Professional teacher training from HKBU EDUC department is regularly organized to support teachers and school leaders in their professional development.
- Our School endeavors to provide meaningful learning opportunities through a wide range of exposures, catering for students' diverse interests and abilities.
- Our campus is well equipped with facilities. Students have access to first-class educational and sport facilities.
- Our parents have a sense of commitment to the School. Parents are willing to take part in school activities enthusiastically and give their support in various aspects.

### Our Weaknesses

- Late start of the preparation of NSS rushes the schedule.
- The school's middle management lacks practical managing experiences.
- There is inadequate coordination of curriculum. A curriculum leader is needed to better coordinate and integrate subjects to deal with the latest development in the education system.
- Our teaching staff come from a variety of backgrounds which may act as an obstacle to the development of our school culture.
- Our teaching staff are relatively and generally young, and lack of practical teaching and student handling experiences.
- Differences of learning ability among students are significant. The School has to make persistent efforts catering for individual needs.

### Our Opportunities

- The generous support from HKBU and parents helps the school to get better resources while their high expectation fosters us to strive for excellence and professionalism.
- The close ties with the affiliated kindergarten, primary and secondary school as well as the university intensify the advantages of "Through-Train" school which promotes the continuity of the curriculum. Meanwhile, it provides students with a coherent and comprehensive learning experience.
- The intimate connection between HKBU and the affiliated school further reinforces the subordinate an inseparable relationship between them, which gives assurance to the public.
- There is no historical burden on staffing and curriculum planning under the New Senior Secondary system in our new-established school. We have the advantage to be highly flexible.
- The increase of 10 classes every year in return expands our professional school team and strengthens our competitive ability.
- The spacious and well-equipped campus allows us to develop a professional development and training center which strengthens our reputation to act as a leader in the district.
- The diversity of students' background allows us to develop a multicultural learning environment.

#### Our Threats

- The decrease of the number of school children may affect the quality and quantity of the intake in the coming few years.
- The uncertainties in the existing education system, in particular, NSS, make it more difficult for the school to make long-term plans.
- The 15% Shatin intake quota constrains the scope of the student admission. The school has to face keen competition among schools from different districts.
- High expectations from parents place unnecessary anxiety on teachers.

#### **Major Concerns for 2009/10 – 2011/12**

1. Creating a digital learning environment

2. Implementing the liberal education

3. Cultivating students' 3-literacy including English, Chinese and Information Technology

4. Fostering students' whole person development

5. Enhancing teachers' professional growth through continuous development

## School Business Plan (2009/10 – 2011/12)

### Major Concern 1: Creating a digital learning environment

Intended Outcomes/ Targets	Strategies	Evaluation Method	Success Indicator*	Party Responsible
1. Strives to provide an innovative , and state-of-the-art computer aided learning environment to meet student needs	1.1 Helping students master the IT ability to learn - - to gather knowledge, make use of it, let go of knowledge that is of little use, and then learn new and relevant things.  1.2 Helping students and teachers bring classrooms to life, inspiring students to create and publish rich digital content and collaborate with others.  1.3 Helping teachers learn more about pedagogical and methodological approaches to teaching and assessing digital communication skills across the curriculum.  1.4 Providing digital communication solutions for teachers, students and school administrators.	Formal and informal assessments	More than 95% of students can incorporate IT skills and techniques into their learning	All teaching staff and IT staff

## Major Concern 2: Implementing the liberal education

Intended Outcomes/ Targets	Strategies	Evaluation Method	Success Indicator*	Party Responsible
1. Achieve a balanced education to prepare the upcoming generation for fulfilling lives in society	<p>1.1 Liberating the minds of our students by having them study a wide range of knowledge that impact on their daily lives, and in the process requiring them to take a fresh look at the world they are in.</p> <p>1.2 Incorporation of knowledge acquisition, skills training, values and attitudes development.</p> <p>1.3 Incorporating a wide scope of knowledge into different contexts such as value education, nationalism, civic education, life education, cultural education, arts education and self-enhancement, environmental education and sustainable development</p>	Formal and informal assessments	<p>More than 95% of students understand people as both individuals and groups in relation to time, space and the environment, as well as their place in the culture and material world</p> <p>More than 95% of students maintain a healthy personal development as well as being nurtured with moral and social values through enquiry learning</p>	All teaching staff
2. Build up a learning organization	<p>2.1 Linking with local and overseas sister schools to form a global learning community.</p> <p>2.2 Establishing a centre for students to extend their learning after school.</p> <p>2.3 Setting up an E-learning platform.</p>	Staff and student surveys as well as focus groups	80% students have chances to learn from students of other schools and they often make use of E-learning platform to advance learning	School management team and all teaching staff

### Major Concern 3: Cultivating students' 3-literacy including English, Chinese and Information Technology

Intended Outcomes/ Targets	Strategies	Evaluation Method	Success Indicator*	Party Responsible
1. Build up a language-rich environment to enhance students' bi-literacy and tri-lingualism abilities	1.1 Implementing school language policy to create biliteracy and tri-lingualism learning environment for the students.  1.2 Providing students with various opportunities to practise and speak English as well as Putonghua confidently on a daily basis.  1.3 Organizing special programmes and workshops to enrich students' experience in language learning.	Formal and informal assessments	75% of students can express their ideas in written English and Chinese. More than 80% of students can also speak and communicate with others in English, Cantonese and Putonghua	All teaching staff and IT staff
2. Equip students with ICT skills	2.1 Installing IT facilities in the library, computer laboratories and all classrooms.  2.2 Setting up the Intranet for teaching and learning.  2.3 Enhancing students' skills and knowledge in ICT.	Student and parent surveys	All students acquire basic ICT skills and the ability to extend learning through ICT	All teachers and IT staff

#### Major Concern 4: Fostering students' whole person development

Intended Outcomes/ Targets	Strategies	Evaluation Method	Success Indicator	Party Responsible
1. Nurture students' self-confidence with positive attitude	1.1 Providing opportunities for students to demonstrate public speaking skills and research findings during the morning assembly. 1.2 Establishing role models among students. 1.3 Organizing different activities, workshops and campaigns for students to develop themselves holistically.	Teacher observation and student survey	Every students can demonstrate confidence in their daily learning and activities	All teaching staff, instructors of ECA and professional team
2. Foster students' personal growth to encourage individuality, initiative and creativity	2.1 Empowering students to be spiritually mature, physically strong, creative and civic-minded with the support of the Professional Team. 2.2 Introducing a regular individual interview by class teachers and assistant class teachers. 2.3 Embracing individualized care, small groups and mass programmes for all students.	Teacher and parent observation as well as comments of class teachers / assistant class teachers and instructors	More than 80% of students can demonstrate their individuality, initiative and creativity in the process of learning and their daily work	All teaching staff, parents, instructors of ECA and professional team
3. Develop an all-rounded education	3.1 Adopting a holistic approach to whole-person development, including academic, physical, social and spiritual aspects. 3.2 Incorporating Life-wide approach with external support. 3.3 Designing students' personal profiles during their 12-year through-train school life.	Records of achievement for students	All students can have chances to be nurtured in different aspects	All teaching staff, instructors of ECA and professional team



## Major Concern 5: Enhancing teachers' professional growth through continuous development

Intended Outcomes/ Targets	Strategies	Evaluation Method	Success Indicator*	Party Responsible
1. Encourage sustainable professional growth among teachers	1.1 Encouraging teachers to participate in seminars and workshops. 1.2 Conducting school-based staff development programmes. 1.3 Arranging local / overseas professional sharing and visits. 1.4 Generating an interest in educational issues among teachers. 1.5 Cultivating a culture of mutual support and understanding. 1.6 Creating an atmosphere of experience sharing.	Teacher survey	Every teacher is given guidance and opportunity in their professional growth	School management team and members of staff development team
2. Establish a comprehensive performance management in school	2.1 Initiating the “Critical Peer Model” and self assessment among teachers. 2.2 Incorporating the formative appraisal system to help teacher develop professionally. 2.3 Setting up the summative appraisal system for quality assurance.	Teacher survey	Teachers indicate that they are engaged in professional dialogue for improvement	School management team