



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

Annual School Plan

2006 – 2007

School Mission

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

Areas of Concern for 2006/2007

- I. Cultivating the three Literacy (English, Chinese and Information Technology)
- II. Character Building
- III. Fostering Creativity and Aesthetic Ability

First Major Concern : Cultivating the three Literacy (English, Chinese and Information Technology)

Strategies/ Tasks	Success Criteria	Methods of Evaluation	People Responsible	Time Scale	Resources Required
<ul style="list-style-type: none"> ➤ Creating an English and Putonghua speaking environment ➤ Streaming students' English and Putonghua capability so that appropriate teaching and learning strategies can be applied. ➤ Providing supplementary training and opportunities for students to improve 	<p>Successful if:</p> <ul style="list-style-type: none"> ➤ More than 75% of the students can communicate in English ➤ More than 75% of the students can talk to the teachers in Putonghua ➤ More than 75% of the students can meet the language standard in term of criteria referencing ➤ More than 90% of the secondary students can make use of the IT in 	<ul style="list-style-type: none"> ➤ Assess the communication performance of the students (including English and Putonghua) ➤ Assess the language achievements of the students (including English Language and Chinese Language) ➤ Assess the IT capability of the 	<ul style="list-style-type: none"> ➤ i/c: AP₁ & AP₂ ➤ Teachers of English Education ➤ Teachers of Chinese Education ➤ Teachers of Technology Education 	<ul style="list-style-type: none"> ➤ Sept 2006 – July 2007 	<ul style="list-style-type: none"> ➤ Support from the following departments: <ul style="list-style-type: none"> - English - Chinese - Information Technology ➤ Support from school librarian ➤ Administrative and clerical support

<p>their Putonghua and English standard.</p> <ul style="list-style-type: none"> ➤ Setting the Language Policy for teachers and students. ➤ Developing the students to adopt the skills of information technology in their learning process. ➤ Ensuring effective and quality teaching. 	<p>their learning process (i.e. surfing the Net for information and doing their reports and assignments)</p> <ul style="list-style-type: none"> ➤ More than 70% of the secondary students' IT projects are of good quality (i.e. based on Bloom's Taxonomy, G7 students should attain the level of Application) ➤ More than 60% of the primary students can make use of the IT in their learning process (i.e. surfing the Net for information and doing their reports and assignments) 	<p>students</p> <ul style="list-style-type: none"> ➤ Assess the IT works and assignments of the students ➤ Record of lesson observation 			
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Second Major Concern : Character Building

Strategies/ Tasks	Success Criteria	Methods of Evaluation	People Responsible	Time Scale	Resources Required
<ul style="list-style-type: none"> ➤ Implementing a school-based Liberal Arts curriculum. ➤ Nurturing students with proper value through the Curriculum-related Programme. ➤ Inserting the period of “Deep Thought” in the school timetable so as to let students have room to think about their daily performance. 	<p>Successful if:</p> <ul style="list-style-type: none"> ➤ More than 70% of the students shows positive feedback on the Liberal Arts curriculum ➤ More than 70% of the students shows positive feedback on the Curriculum-related Programme ➤ More than 70% of the teachers shows positive feedback on the 	<ul style="list-style-type: none"> ➤ Evaluate the effectiveness of the Liberal Arts curriculum ➤ Evaluate the effectiveness of the Curriculum-related Programme ➤ Conduct a survey on the effectiveness of the “Deep Thought” period ➤ Conduct a survey on the character building by the end 	<ul style="list-style-type: none"> ➤ i/c: VP & AP₂ ➤ Teachers of Personal, Social & Humanities Education (PSHE) ➤ Teachers of Pastoral Care Committee (Discipline & Guidance) ➤ Teachers of Moral & Civic Committee 	<ul style="list-style-type: none"> ➤ Sept 2006 – July 2007 	<ul style="list-style-type: none"> ➤ Support from the following departments & functional teams: <ul style="list-style-type: none"> - Liberal Arts - Pastoral Care Committee - Moral and Civic Education Committee ➤ Support from: <ul style="list-style-type: none"> - Class teachers and Assistant class teachers

<ul style="list-style-type: none"> ➤ Disseminating students' good practices through the school assemblies and various kinds of activities. ➤ Tapping outside professional support with the ultimate goal of expertise transmission. 	<p>implementation of the "Deep Thought" period</p> <ul style="list-style-type: none"> ➤ More than 70% of the students demonstrates positive value in the process of character building 	<p>of the academic year</p> <ul style="list-style-type: none"> ➤ Evaluate and assess the effectiveness of the external support 	<ul style="list-style-type: none"> ➤ Class teachers & Assistant class teachers ➤ Clinical Psychologist ➤ School Social Worker 	<ul style="list-style-type: none"> - Clinical Psychologist - School Social Worker ➤ Outside expertise
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Third Major Concern : Fostering Creativity and Aesthetic Ability

Strategies/ Tasks	Success Criteria	Methods of Evaluation	People Responsible	Time Scale	Resources Required
<ul style="list-style-type: none"> ➤ Inserting the period of “Other Learning Experience” in the school timetable so as to equip students with the necessary skills in developing their creativity and aesthetic abilities ➤ Developing a cross-stream school-based curriculum by infiltrating relevant elements from existing formal and informal curricula into project learning on creativity and aesthetics. 	<p>Successful if:</p> <ul style="list-style-type: none"> ➤ More than 70% of the students shows positive feedback on the “Other Learning Experience” ➤ More than 70% of the students demonstrates an improvement in the their creativity and aesthetic abilities ➤ More than 70% of the students shows positive 	<ul style="list-style-type: none"> ➤ Evaluate the effectiveness of the “Other Learning Experience” ➤ Assess the creativity and aesthetic performance of the project works ➤ Evaluate the performance of the creativity and aesthetic abilities of the students ➤ Evaluate the Arts and Physical Education by the 	<ul style="list-style-type: none"> ➤ i/c: AP1 & AP2 ➤ Teachers of Arts Education (Visual Art, Music) ➤ Teachers of Physical Education ➤ Teachers of Extra-curricular Activity Committee 	<ul style="list-style-type: none"> ➤ Sept 2006 – July 2007 	<ul style="list-style-type: none"> ➤ Support from the following departments & functional teams: <ul style="list-style-type: none"> - Visual Art - Music - Physical Education - Extra-curricular Activity - Administrative and clerical support ➤ Outside expertise

<ul style="list-style-type: none"> ➤ Inviting external services to organize training workshops on the development of students' potential. ➤ Enhancing the element of creativity and aesthetics in the extra-curricular activities. 	<p>feedback on the effectiveness of the Arts and Physical Education</p> <ul style="list-style-type: none"> ➤ More than 75% of the students takes part in the creative and aesthetic activities 	<p>end of the academic year</p> <ul style="list-style-type: none"> ➤ Conduct a survey on the students who take part in the creative and aesthetic activities 			
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