



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

Annual School Plan

2007 – 2008

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 2007/2008

- I. Cultivating students' three literacy (English, Chinese and Information Technology)
- II. Fostering students' whole person development and character building
- III. Enhancing teachers' professional growth through continuous development

First Major Concern : Cultivating students' 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"> ➤ Providing students with various opportunities to practise and speak English as well as Putonghua confidently on a daily basis ➤ Organizing special programmes and workshops to enrich students' experience in language learning ➤ Launching the SRA English Reading Programme and 	<p>Successful if:</p> <ul style="list-style-type: none"> ➤ 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 and Putonghua ➤ More than 75% of the students can meet the language standard in term of criteria referencing ➤ All students acquire 	<ul style="list-style-type: none"> ➤ Assess the language achievements of the students (including English Language and Chinese Language) ➤ Assess the communication performance of the students (including English and Putonghua) ➤ 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 2007 – July 2008 	<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>Intensive Reading Scheme</p> <ul style="list-style-type: none"> ➤ Streaming students' English capability so that appropriate teaching and learning strategies can be applied. ➤ Installing IT facilities in the library, computer laboratories and all classrooms ➤ Setting up the Intranet for teaching and learning as well as setting up an E-learning platform 	<p>basic ICT skills and the ability to extend learning through ICT</p> <ul style="list-style-type: none"> ➤ More than 90% of the secondary 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 			
--	--	---	--	--	--

Second Major Concern : Fostering students' whole person development and character building

Strategies/ Tasks	Success Criteria	Methods of Evaluation	People Responsible	Time Scale	Resources Required
<ul style="list-style-type: none"> ➤ Providing opportunities for students to demonstrate public speaking skills and research findings during the morning assembly ➤ Establishing role models among students ➤ Organizing different activities, workshops and campaigns for students to develop themselves 	<p>Successful if:</p> <ul style="list-style-type: none"> ➤ Every students can demonstrate confidence in their daily learning and activities ➤ All students can have chances to be nurtured in different aspects ➤ 70% of the students are willing to involve in the process of authentic learning 	<ul style="list-style-type: none"> ➤ Evaluate the effectiveness of the morning assembly ➤ Evaluate the effectiveness of the activities and programmes ➤ Conduct a survey on the effectiveness of the OLE ➤ Conduct a survey on the character building by the end of the academic year 	<ul style="list-style-type: none"> ➤ i/c: VP & AP₂ ➤ Teachers of Personal, Social & Humanities Education (PSHE) ➤ Teachers of Pastoral Care Committee (Discipline & Guidance) ➤ Class teachers & Assistant class teachers 	<ul style="list-style-type: none"> ➤ Sept 2007 – July 2008 	<ul style="list-style-type: none"> ➤ Support from the Pastoral Care Committee ➤ Support from: <ul style="list-style-type: none"> - Class teachers and Assistant class teachers - Clinical Psychologist - School Social Worker ➤ Outside expertise

<p>holistically</p> <ul style="list-style-type: none"> ➤ Providing different opportunities and authentic experience to students through OLE ➤ Arranging local / overseas excursions and visits ➤ Involving students in volunteer services ➤ Disseminating students' good practices through the school assemblies and various kinds of activities. 	<ul style="list-style-type: none"> ➤ More than 80% of students can demonstrate their individuality, initiative and creativity in the process of learning and their daily work ➤ More than 70% of the students shows positive feedback on the OLE Programme ➤ More than 70% of the students demonstrates positive value in the process of character building. 		<ul style="list-style-type: none"> ➤ Clinical Psychologist ➤ School Social Worker 		
---	---	--	---	--	--

Third Major Concern : Enhancing teachers' professional growth through continuous development

Strategies/ Tasks	Success Criteria	Methods of Evaluation	People Responsible	Time Scale	Resources Required
<ul style="list-style-type: none"> ➤ Conducting school-based staff development programmes ➤ Arranging local / overseas professional sharing and visits ➤ Cultivating a culture of mutual support and understanding among teachers ➤ Creating an atmosphere of experience sharing ➤ Encouraging teachers to participate in 	<p>Successful if:</p> <ul style="list-style-type: none"> ➤ More than 80% of the teachers shows positive feedback on the school-based staff development programmes ➤ More than 80% of the teachers demonstrates an improvement in the their teaching process ➤ More than 80% of the teachers participates in 	<ul style="list-style-type: none"> ➤ Evaluate the school-based development programmes ➤ Assess the effectiveness of the professional sharing ➤ Conduct a survey of the teachers who make use of the professional and research centres 	<ul style="list-style-type: none"> ➤ i/c: AP1 & AP2 ➤ All teachers ➤ Consultants of EDUC 	<ul style="list-style-type: none"> ➤ Sept 2007 – July 2008 	<ul style="list-style-type: none"> ➤ Support from EDUC ➤ Administrative and clerical support ➤ Outside expertise

seminars and workshops	seminars and workshops				
➤ Setting up professional development and research centres	➤ All teachers make use of the development and research centres to have their professional development				