

**Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School  
Annual School Plan (Primary Division) 2022–2023**

**Major Concern 1: Nurturing lifelong and innovative learners**

| Item | Objectives  | Strategies   | Success criteria   | Evaluation  | Action taken by   | Resources required  |
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| 1.1  | To foster growth mindset and habits including goal-setting, risk-taking and self-evaluating | Practicing growth mindset through daily learning and teaching, establishing a culture of risk-taking and self-evaluating   | <ol style="list-style-type: none"> <li>1. Increase cognitive rigor of curriculum and close the gap between internal and external assessments</li> <li>2. Improve students' independent learning capacity</li> <li>3. SVP and AP complete Assessment Essentials and Assessment Lead CPD programs</li> <li>4. Student learning data review monthly to monitor progress and intervention strategies</li> <li>5. Embed the theme "Flourish with PERCCI" in class culture building and learning activities</li> </ol>   | <ol style="list-style-type: none"> <li>1. KLA documents &amp; Assessment data analysis reports</li> <li>2. APASO data</li> <li>3. CPD records and subject documents</li> <li>4. 1. Documents and data</li> <li>5. Homeroom observation and subject documents</li> </ol> | <ul style="list-style-type: none"> <li>▪ AA and KLAs</li> <li>▪ SVP, VP (AA) &amp; AP</li> <li>▪ Panel Heads</li> <li>▪ Teachers</li> <li>▪ Academic Support and Data Analysis Teams</li> <li>▪ Grade Heads</li> <li>▪ SW &amp; EdPsy</li> </ul>                  | <ul style="list-style-type: none"> <li>▪ Budgets for AA, L&amp;T, PD &amp; KLAs</li> <li>▪ CEG, SEN &amp; NCS grants for manpower and resources for catering to diverse learning needs</li> </ul> |
|      |   | Providing ample opportunity for students to explore their potentials in sports and aesthetic development, establish good sportsmanship spirit and good manners towards arts & music appreciation | <ol style="list-style-type: none"> <li>1. Sports and Aesthetic development frameworks drafted, promoting programs and a system to record students' growth and achievement in S&amp;A implemented</li> <li>2. Students join internal (90%) /external (70%) S&amp;A competitions</li> <li>3. At least 70% of students agree they demonstrate good sportsmanship and manners</li> <li>4. At least 2 talks/activities on S&amp;A to help students understand growth mindset, perseverance, and risk-taking</li> <li>5. SLC includes reflection and goal setting for a growth mindset (referring to SHS learning capacity)</li> </ol> | <ol style="list-style-type: none"> <li>1. PE, Music and VA documents and data</li> <li>2. OLE records</li> <li>3. Surveys</li> <li>4. Talks and activities details/plans and survey records. PE, Music and VA learning materials</li> <li>5. SLC records</li> </ol>     | <ul style="list-style-type: none"> <li>▪ AA &amp; OLE Committees, PE, Music and VA Teams</li> <li>▪ SVP, VP (AA) &amp; AP</li> <li>▪ PE, Music and VA Subject Panel Heads</li> <li>▪ School Team, Physical Education Team and Aesthetic Education Team</li> </ul> | <ul style="list-style-type: none"> <li>▪ Budget for AA, KLAs &amp; OLE</li> </ul>   |

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|     |  | Devising effective programmes to boost students' effort and generic skills such as responsibility and initiative with practical strategies to pursue higher goals in learning and personal growth and support students with diverse learning needs | <ol style="list-style-type: none"> <li>1. KLAs, AA, SD, and OLE establish common expectations on effort and generic skills and documented</li> <li>2. Subject teachers conduct SLC preparation that addresses effort, generic skills, and attitude expectations</li> <li>3. Teachers allow students to develop a habit of reflection and asking questions during daily lessons</li> <li>4. The last homeroom allows students to take turns to show appreciation for others and their effort</li> <li>5. Fine-tuning the use A-Award Scheme</li> <li>6. Friday morning sharing on positive values and strategies to acquire generic skills</li> </ol> | <ol style="list-style-type: none"> <li>1. Subject &amp; Committee Handbooks</li> <li>2. SLC records</li> <li>3. Lesson observation and SHS</li> <li>4. Homeroom visits by Grade Co.</li> <li>5. A-Award records</li> <li>6. A-Moment records</li> </ol> | <ul style="list-style-type: none"> <li>▪ Teachers</li> <li>▪ AA, SD, OLE</li> <li>▪ Panel Heads</li> <li>▪ Academic Support Team</li> <li>▪ Coordinator of Potential Development</li> <li>▪ SVP, VPs &amp; AP</li> <li>▪ SW &amp; EdPsy</li> </ul> | <ul style="list-style-type: none"> <li>▪ Budget for KLAs, AA, SD &amp; OLE</li> <li>▪ Budget for Learning Support, NCS</li> </ul> |
|     |  | Acquiring a positive attitude and growth mindset through reading and stories of overcoming adversities   | <ol style="list-style-type: none"> <li>1. Students learn about the virtues and stories of at least 1 inspiring person every month through reading program activities or Life Ed lessons</li> <li>2. Middle School Chinese and English creative writings that demonstrate a growth mindset</li> <li>3. KLAs introduce great people that demonstrate a growth mindset; at least 2 meetings with outliers</li> </ol>  | <ol style="list-style-type: none"> <li>1. Reading Team and Life Ed documents</li> <li>2. Student work and feedback from teachers</li> <li>3. KLA learning materials and meeting records</li> </ol>  | <ul style="list-style-type: none"> <li>▪ Teacher Librarian</li> <li>▪ Guidance Team</li> <li>▪ KLAs</li> <li>▪ Panel Heads</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Reading grant and Library budget</li> <li>▪ Budget for KLAs, AA and SD</li> </ul>        |
| 1.2 | To further promote digital citizenship to strengthen students' awareness of intellectual property and ethics in technology | Strengthening the implementation and learning outcomes of the digital citizenship curriculum   | <ol style="list-style-type: none"> <li>1. Align the Digital Citizenship framework with EDB's requirements</li> <li>2. Arrange at least 2 talks on DC for students, including cyberbullying and internet/gaming addiction</li> <li>3. Remind students of Responsible User Guidelines (consequences of neglect) at the beginning of each term with a self-evaluation form; put up posters in classrooms</li> </ol>   | <ol style="list-style-type: none"> <li>1. DC booklets and documents</li> <li>2. Survey on talks and feedback from parents</li> <li>3. PPT, SD policy and form</li> </ol>  | <ul style="list-style-type: none"> <li>▪ SVP, VPs &amp; AP</li> <li>▪ Class Teachers</li> <li>▪ PBL Team</li> <li>▪ eLearning Team</li> <li>▪ Guidance Team</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Budget for KLAs, AA and SD</li> </ul>  |
|     |  | Training students research skills - clarify, search, delve, evaluate, and cite; respect the intellectual property  | <ol style="list-style-type: none"> <li>1. Continue the implementation of IP</li> <li>2. Draft the research skills booklet and introduce to students during PBL</li> <li>3. At least 80% of students able to apply the strategies learned in training sessions and talks and found themselves being able to follow the 3Ps Tech Ethics (Privacy, Property and Proper Use)</li> </ol>  | <ol style="list-style-type: none"> <li>1. Learning materials fine-tuned</li> <li>2. Booklet</li> <li>3. Survey</li> </ol>   |  |   |

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| 1.3 | To strengthen high-order thinking and entrepreneurial spirit   | Promoting entrepreneurial spirit by nurturing hard-working students with creativity and decision-making skill                               | <ol style="list-style-type: none"> <li>1. Use Leader in Me to develop students' good habits</li> <li>2. KLAs implement lesson plans adopting Universal Design for Learning (BU QEF project)</li> <li>3. Sharing of HOT lesson design through QCM and staff briefings</li> <li>4. Implement JCABC project in G4</li> </ol>  | <ol style="list-style-type: none"> <li>1. Leader in Me programme</li> <li>2. Lesson plans and lesson observation</li> <li>3. Meeting records</li> <li>4. Lesson plans and survey</li> </ol> | <ul style="list-style-type: none"> <li>▪ ADC, SDC and OLEC</li> <li>▪ Panel Heads</li> <li>▪ PBL Team</li> <li>▪ SAS Team</li> <li>▪ Reading Team</li> </ul> | ▪ Budget for KLAs, PD, AA and T&L       |
|     |  | Understanding entrepreneurial spirit through OLE, PBL and community service   | <ol style="list-style-type: none"> <li>1. PBL learning content and process allow students to learn and experience entrepreneurship (innovation, leadership, goals)</li> <li>2. Arrange Middle School students to participate in community service; 70% of student finds community service meaningful</li> <li>3. Learn about famous entrepreneurs and their contribution to society through Reading &amp; research activities</li> </ol> | <ol style="list-style-type: none"> <li>1. PBL UBD plans</li> <li>2. SAS/GT records</li> <li>3. Reading activity records</li> </ol>  |  |   |
| 1.4 | To enrich students' 5C (critical thinking, creativity, communication, collaboration, computational thinking) | Equipping teachers with skills, tools and strategies to develop students' 5C skills through differentiation and engagement in the classroom | <ol style="list-style-type: none"> <li>1. Subject-based l&amp;t and SLC self-evaluation &amp; reflection worksheets include 5C</li> <li>2. Subjects include differentiated tasks or tiered worksheets (at least one for each grade)</li> <li>3. At least 1 PD arranged for new teachers to learn about differentiation and cooperative learning strategies; 70% of teachers find the strategies learned effective</li> </ol>             | <ol style="list-style-type: none"> <li>1. SLC student work for self-evaluating 5C skills</li> <li>2. Subject documents and lesson observation records</li> <li>3. PD records</li> </ol>     | <ul style="list-style-type: none"> <li>▪ AA, SD &amp; OLE</li> <li>▪ Panel Heads</li> <li>▪ PBL Team</li> <li>▪ Learning Environment Team</li> </ul>         | ▪ Budget for KLAs, PD, AA, T&L, SD, OLE |

**Major Concern 2: Strengthening students' resilience, positive relationships and social responsibility**

| Item | Objectives   | Strategies  | Success criteria  | Evaluation   | Action taken by   | Resources required                   |
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| 2.1  | To foster students' mental and physical well-being | Flourishing students' well-being through positive education | <ol style="list-style-type: none"> <li>1. House activities adopt PERMAH model</li> <li>2. PD for new teachers and seminars for parents on Positive Education; 70% of teachers and parents agree that Positive Ed helps enhance students' wellbeing</li> <li>3. Posters of PERMAH models around the campus</li> <li>4. KLAs promote students' understanding of the meaning of learning and boost their sense of accomplishment through positive feedback;</li> </ol> | <ol style="list-style-type: none"> <li>1. A-Moment magazine</li> <li>2. Survey</li> <li>3. Posters</li> <li>4. SHS survey</li> <li>5. Life Ed documents</li> </ol> | <ul style="list-style-type: none"> <li>▪ AA, SD, OLE</li> <li>▪ Panel Heads</li> <li>▪</li> </ul> | ▪ Budget for AA, L&T, PD, SD and OLE |

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|     |  |  | improvement in SHS Learning Capacity data<br>5. Refine Life Ed programme (includes Leader in Me, SEL, DC, Health & Sex Ed, Christian Ed, PERCCI values)   |   |   |   |
| 2.2 | To nurture students' social-emotional learning skills (self-management, self-awareness, responsible decision-making, relationship skills and social awareness) to face adversities | Supporting teachers to make use of SEL to provide adequate support for students' social and emotional needs                | <ol style="list-style-type: none"> <li>1. Develop SEL learning materials and scope &amp; sequence</li> <li>2. 70% of students agree that teachers provide concrete strategies for them to overcome adversity in learning</li> <li>3. Explore SEL certification; 3-5 teachers acquire the certification</li> </ol>   | <ol style="list-style-type: none"> <li>1. Documents</li> <li>2. Survey (weekly parents and students) and feedback</li> <li>3. PD records</li> </ol>                     | <ul style="list-style-type: none"> <li>▪ Class Teachers</li> <li>▪ ADC, SDC and OLEC</li> <li>▪ Panel Heads</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Budget for AA, L&amp;T, PD, SD and OLE</li> </ul>                    |
|     |  | Maintaining good discipline  | <ol style="list-style-type: none"> <li>1. Monthly Grade Head meeting; 70% of teachers find the strategies useful to promote student discipline</li> <li>2. Whole-school approach in discipline; improvement in SHS and APASO data</li> <li>3. SD Meeting Room for Guidance Teachers to meet students and support social emotional learning during recesses</li> </ol>                         | <ol style="list-style-type: none"> <li>1. PD records</li> <li>2. SHS and APASO data</li> <li>3. Guidance records</li> </ol>   |   |   |
| 2.3 | To develop students' positive values (courage, perseverance, respect, empathy, commitment, integrity)  | Developing students' positive values through reading and writing activities  | <ol style="list-style-type: none"> <li>1. Students learn 1 core value with 2 booklets each year</li> <li>2. At least 2 writing or creative competitions include the values as the topic</li> <li>3. Arrange grade assemblies to provide age appropriate learning content and sharing; 70% of students share their personal growth experience on acquiring those values through SLC</li> </ol> | <ol style="list-style-type: none"> <li>1. Life Ed framework</li> <li>2. Student work sample and participation records</li> <li>3. Assembly &amp; SLC records</li> </ol> | <ul style="list-style-type: none"> <li>▪ Reading Team</li> <li>▪ Teachers</li> <li>▪ Chi &amp; Eng Panel Heads</li> <li>▪ Guidance Team</li> <li>▪ SVP, VPs &amp; AP</li> </ul> | <ul style="list-style-type: none"> <li>▪ Budget for KLA, Reading Grant, Library, SD and OLE</li> </ul>        |
| 2.4 | To enhance students' sense of national identity, law-abiding awareness and community engagement  | Implementing moral and civic education framework to enhance students' sense of national identity and law-abiding awareness | <ol style="list-style-type: none"> <li>1. Rolled out Work Plan on Implementation of Measures for Safeguarding national Security and Promoting National Security Education</li> <li>2. At least 2 activities with sister schools arranged</li> <li>3. KLAs and OLE arranged activities and learning according to the M&amp;C framework</li> </ol>  | <ol style="list-style-type: none"> <li>1. M&amp;C evaluation report and framework</li> <li>2. Sister School plan and report</li> <li>3. KLA&amp;OLE records</li> </ol>  | <ul style="list-style-type: none"> <li>▪ M&amp;C Ed Team</li> <li>▪ Global Citizenship Team</li> <li>▪ KLAs</li> <li>▪ OLEC</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Budget for SD, OLE and excursions and exchange programmes</li> </ul> |

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|  |  | Enhancing students' sense of belonging to the school community by developing leadership skills | <ol style="list-style-type: none"> <li>1. Students receive certificates once every term for their service in class or teams; 80% of teachers agree that students are contributing to serving their class</li> <li>2. Draft class monitors' duties and expectations; 80% of students agree that feedback from teachers were useful to improve their leadership skills</li> <li>3. Leadership Passport for G1-6 students launched to keep track of students' progress, training and services records</li> </ol> | <ol style="list-style-type: none"> <li>1. Certificates and survey</li> <li>2. Class duty records, documents and survey</li> <li>3. Leadership passport</li> </ol> | <ul style="list-style-type: none"> <li>▪ SDC</li> <li>▪ SVP, VPs &amp; AP</li> </ul> | <ul style="list-style-type: none"> <li>▪ Sister School grant</li> <li>▪ Reading grant</li> <li>▪ Budget for AA</li> </ul> |
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**Major Concern 3: Building a digital and healthy school environment**

| Item | Objectives   | Strategies  | Success criteria  | Evaluation   | Action taken by  | Resources required  |
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| 3.1  | To hone teachers' and students' skills in making use of state-of-the-art IT tools to enhance teaching and learning effectiveness | <p>Enhancing teachers' skills in making use of IT tools effectively for engagement, differentiation, collaboration and formative assessment</p> <hr/> <p>Setting a pilot team to explore the use of AI in l&amp;t</p> | <ol style="list-style-type: none"> <li>1. Posters on blended learning, flipped classroom, Bloom's taxonomy and digital tools printed for teachers; 80% of teachers try out the tools</li> <li>2. 10-minute sharing during staff briefing to share PD learning; at least 80% of teachers join at least 2 PD arranged by eLearning Team</li> <li>3. Draft a plan for subject-based use of AI and at least 1 lesson try out each subject</li> </ol>  | <ol style="list-style-type: none"> <li>1. Posters and survey</li> <li>2. Teacher sharing in staff briefings</li> <li>3. Documents and lesson observation</li> </ol>  | <ul style="list-style-type: none"> <li>▪ eLearning Team</li> <li>▪ AI Pilot Team</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Budgets for eLearning and PD activities</li> </ul>   |
| 3.2  | To further promote environmental awareness and sustainable practices   | Stimulating students' environment awareness through learning about the planet   | <ol style="list-style-type: none"> <li>1. National Geographic magazines, world map posters and globes purchased; 80% of students learn about the continents and oceans for Green Competition</li> <li>2. Plants attached with QR codes for students to learn about the name and features of different plants at school; 80% of students able to name some of the plants and Eng/Chi writing on school plants</li> <li>3. Topics in LA and IS integrated with environment awareness strategies such as 3Rs – reduce waste, recycle and reuse; 70% of students able to apply 3Rs in daily life</li> </ol> | <ol style="list-style-type: none"> <li>1. Subject learning materials and SOW</li> <li>2. School plants info and records, survey and student work</li> <li>3. Subject learning materials and SOW, survey</li> </ol> | <ul style="list-style-type: none"> <li>▪ Teacher Librarian</li> <li>▪ Library and IS Assistant</li> <li>▪ Reading Team</li> <li>▪ Panel Heads</li> <li>▪ KLAs</li> <li>▪ Green Team</li> <li>▪ AA, SD and OLE</li> </ul> | <ul style="list-style-type: none"> <li>▪ Budget for purchasing learning and reading activities</li> <li>▪ CEG for hiring assistants</li> <li>▪ Budget for KLAs, L&amp;T, AA,SD and OLE</li> </ul> |

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|     |  | Understanding good environmental practices through authentic daily life activities  | <ol style="list-style-type: none"> <li>Promote through Life Ed &amp; non-core subject about healthy green diet and refrain from purchasing unnecessary items to develop a green lifestyle; 70% of students tried a no-meat meal while 70% of students increased environmental awareness when making purchases</li> <li>Herbal garden learning activities arranged for G1-6 students with learning materials</li> </ol>   | <ol style="list-style-type: none"> <li>Documents</li> <li>Participation records and learning materials</li> </ol>   |   |  |
| 3.3 | To establish healthy lifestyle and fitness habits                    | Developing healthy lifestyle and fitness habits through healthy diet, exercise, sleep habits and good self-management skill           | <ol style="list-style-type: none"> <li>At least 1 parent seminar on healthy lifestyle; 80% of parents find the information useful and practical</li> <li>Fine-tune Junior-school physical development programme launched; 70% of students agree that the programme helped them build up physical fitness and health</li> <li>Students learn topics on healthy lifestyle in PE, IS and LA lessons; 70% of students understand the importance of healthy lifestyle</li> <li>Morning exercise in sportsground</li> </ol>  | <ol style="list-style-type: none"> <li>Activity records</li> <li>Survey</li> <li>Interview</li> <li>Subject documents and learning materials</li> </ol>                   | <ul style="list-style-type: none"> <li>SVP, VPs &amp; AP</li> <li>Teachers</li> <li>Panel Heads</li> <li>Home-school Affairs</li> <li>Guidance Team</li> <li>KLAs</li> <li>Christian Development Team</li> <li>Grade Heads</li> </ul> | <ul style="list-style-type: none"> <li>ADC, SDC and OLEC budgets for the activities</li> </ul> |
|     |  | Managing stress through building Christian faith, good time management skill and practicing sports, music, art making and mindfulness | <ol style="list-style-type: none"> <li>OLE include Christianity fellowship</li> <li>Monthly activities regarding spiritual nourishment and BB/CD training organized for students; 70% of students agree that they have chance to learn about Christian values and pray when feeling distressed</li> <li>Provide sportsmanship and manner using A-Award scheme; 70% of students agree they understand the spirit</li> <li>Bi-monthly student planner checking with teacher's feedback supervised by non-CTs</li> <li>Google Calendar carry forward to G2 to help students and parents better manage assignments and assessments; 70% of parents agree that Google Calendar is useful</li> <li>Mindfulness workshops for teachers conducted by SWT; 70% of teachers find strategies learned can help calm down students</li> </ol> |   |   |  |
| 3.4 | To maintain an amicable and caring school environment and atmosphere | Sustaining a harmonious and supportive learning environment for students  | <ol style="list-style-type: none"> <li>CTs meeting with their class to learn more about the strengths and needs; 70% of students agree that their CTs understand their needs</li> <li>Encouragement and feedback for improvement from subject teachers for students lagging behind (assignments or assessments); 80% of students agree that teachers care about their learning</li> </ol>  | <ol style="list-style-type: none"> <li>Life Ed records</li> <li>Survey</li> <li>Interview records</li> <li>Student planner</li> <li>Best practices compilation</li> </ol> | <ul style="list-style-type: none"> <li>SVP, VP &amp; AP</li> <li>Committee and Panel Heads</li> <li>Teachers</li> <li>Welfare Team</li> </ul>   | <ul style="list-style-type: none"> <li>Budget for Admin, AA, SD and OLE</li> </ul>             |

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|  |  | Maintaining strong team morale and supportive culture | <ol style="list-style-type: none"><li>1. Pre-appraisal meetings conduct in October with teachers to align expectations and provide feedback to colleagues; 70% of teachers feel supported for their work and professional growth</li><li>2. Monthly team building by SWT (sports, mindfulness, art making, etc.) and celebration activities organized, conduct secret angel activity; 70% of teachers agree that the school facilitated an amicable work environment and harmonious atmosphere</li></ol> |  |  |  |
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