

**Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary  
School Annual School Plan (Primary Division) 2023–2024**

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

| Item | Targets   | Strategies   | Success criteria  | Means of Evaluation   | Action taken by  | Resources required  |
|------|---|--|---|---|--|---|
| 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>Further increase cognitive rigor of curriculum and close the gap between internal and external assessments.</li> <li>Improvement in students' ability of goal setting. Strengthen the way of setting SMART goals and evaluating performance. Improvement in the Goal Setting domain from APASO.</li> <li>Student learning data review regularly to monitor progress and intervention strategies.</li> </ol>  | <ol style="list-style-type: none"> <li>Assessment data analysis reports</li> <li>APASO data</li> <li>Documents and data report</li> </ol>   | <ul style="list-style-type: none"> <li>ADC</li> <li>Subject Panel Head</li> <li>Data Analysis Team</li> <li>Learning Support Team</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>Complete the sports and aesthetic development frameworks, promoting programs and a system to record students' growth and achievement in S&amp;A implemented.</li> <li>PE, VA, and Music teams organize activities once a year where guest speakers share their own successful/failure experiences. 70% of students agree that the activities provide them with valuable guidance in fostering sportsmanship and sharing culture.</li> <li>Students join internal (95%) /external (75%) S&amp;A competitions.</li> </ol>  | <ol style="list-style-type: none"> <li>The sports and aesthetic development frameworks</li> <li>Activities plan and evaluation</li> <li>OLE records</li> </ol>  | <ul style="list-style-type: none"> <li>PE Team</li> <li>VA Team</li> <li>Music Team</li> <li>OLE Committee</li> </ul>                        | <ul style="list-style-type: none"> <li>Budget for AA, KLAs &amp; OLE</li> </ul>   |
|      |   | Devising effective programs 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>Finalize documenting KLAs, AA, SD, and OLE common expectations on effort and generic skills. Share with different stakeholders at the beginning of the school year. 80% of the stakeholders understand common expectations on effort and generic skills.</li> <li>Further developing students' habits of reflection and asking questions during daily lessons. 70% of students agree that they do reflection and ask questions during daily lessons.</li> <li>Class teachers allow students to take turns to show appreciation for others and their effort.</li> </ol> | <ol style="list-style-type: none"> <li>Subject &amp; Committee Handbooks and Surveys</li> <li>Students survey</li> <li>APASO data</li> <li>A-Award records</li> <li>A-Award records</li> <li>Competition participation</li> </ol> | <ul style="list-style-type: none"> <li>ADC</li> <li>SDC</li> <li>OLEC</li> </ul>   | <ul style="list-style-type: none"> <li>Budget for purchasing the A-Award System and prizes</li> </ul>   |

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|     |  |  | <p>Improvement in the Social Integration domain from APASO.</p> <p>4. Expand the scope and scale of the A-Award Scheme. Conduct data reviews by teachers and students regularly. 80% of teachers use the A-Award system regularly.</p> <p>5. Provide tailored positive reinforcement designed for middle school students to enhance their sense of involvement. 70% of middle school students participate actively in the A-Award Scheme.</p> <p>6. At least 2 writing competitions for students to participate in for developing creativity and positive value.</p>   | and award record  |  |   |
|     |  | Acquiring a positive attitude and growth mindset through reading and stories of overcoming adversities | <p>1. Students learn about the virtues and stories of at least one inspiring person/bible character monthly through reading program activities or morning reading time. 70% of students agree they can learn from an inspiring person/bible character.</p> <p>2. At least two meetings are arranged with outliers. 80% of students agree that these sharing sessions encourage them to develop a positive attitude.</p>  | <p>1. Sharing materials and student survey</p> <p>2. Activities plan and evaluation</p>   | <p>1. Reading Team and Christianity Development Team</p> <p>2. ADC, SDC, and OLC</p>   | <p>▪ Reading grant and Library budget</p> <p>▪ Budget for KLAs, AA and SD</p> |
| 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           | <p>1. Finalize the mapping of the Digital Citizenship framework with EDB's requirements.</p> <p>2. At least one PD is arranged for teachers to enhance their teaching effectiveness in delivering DC lessons. 80% of teachers agree their PDs are useful and practical.</p> <p>3. At least one parent forum is arranged. 75% of parents agree that the forums provide them with additional strategies for helping their children develop effective internet usage habits.</p> <p>4. At least one activity is arranged to educate students about online crimes (harms, consequences, strategies). 70% of students agree that the activities empower them to establish positive online habits and cultivate responsible digital citizenship.</p> <p>5. Reinforce the use of "Responsible User Guidelines" among students by implementing positive reinforcement strategies. Draft positive</p> | <p>1. DC booklets and documents</p> <p>2. PD record and evaluation</p> <p>3. Survey on talks and feedback from parents</p> <p>4. Activity plan and evaluation</p> <p>5. SD record</p> | <p>1. e-Learning Team</p> <p>2. e-Learning Term and PD Team,</p> <p>3. e-Learnign Term and Home-School Liaison Team</p> <p>4. e-Learnign Term</p> <p>5. e-Learnign Term and SMS Team</p> | <p>▪ Budgets for speakers' fees, prizes, and outings</p>                      |

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|     |  |  | consequences for guideline violations. Decrease in the number of student misbehavior related to technology.  |   |  |   |
|     |  | Training students" research skills - clarify, search, delve, evaluate, and cite; respect the intellectual property | <ol style="list-style-type: none"> <li>1. Refine the research skill booklet for middle school students to be used in PBL, specifically focusing on enhancing students' research abilities in Middle School. 70% of students agree that they can effectively use different research skills during PBL.</li> <li>2. Integrate research skills into the LA curriculum; 70% of LA teachers agree that the skills can enhance students' critical thinking and evaluation of various issues and topics.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Booklet fine-tuned</li> <li>2. LA document and LA teachers' feedback</li> </ol>                         | <ol style="list-style-type: none"> <li>1. PBL Team</li> <li>2. LA Team</li> </ol>            |   |
| 1.3 | To strengthen high-order thinking and entrepreneurial spirit | Promoting entrepreneurial spirit by nurturing hard-working students with creativity and decision-making skills     | <ol style="list-style-type: none"> <li>1. Revise the "Leader in Me" curriculum to incorporate more daily examples that help students develop good habits. 75% of students agree that the curriculum is effective in helping them establish positive habits.</li> <li>2. Sharing HOT lesson design with student work exemplars through QCM/staff briefings.</li> <li>3. At least one PD is arranged for newly-joined teachers to apply HOT skills in daily lessons. 80% of newly-joined teachers agree their PDs are useful and practical.</li> </ol> | <ol style="list-style-type: none"> <li>1. Leader in Me program</li> <li>2. Student work exemplars</li> <li>3. PD record and evaluation</li> </ol> | <ol style="list-style-type: none"> <li>1. SDC</li> <li>2. ADC</li> <li>3. PD Team</li> </ol> | <ul style="list-style-type: none"> <li>▪ Budget for Leader in Me program</li> </ul> |
|     |  | Understanding entrepreneurial spirit through OLE, PBL, and community service                                       | <ol style="list-style-type: none"> <li>1. Further enriching PBL learning content and process allows students to learn and experience entrepreneurship. (innovation, leadership, goals) 70% of students can identify at least one of the entrepreneurial spirit.</li> </ol>   | <ol style="list-style-type: none"> <li>1. PBL UBD plans and PBL evaluation</li> </ol>   | <ol style="list-style-type: none"> <li>1. PBL Team</li> </ol>                                | <ul style="list-style-type: none"> <li>▪ Budget for PBL</li> </ul>                  |

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| 1.4 | To enrich students' 5C (critical thinking, creativity, communication, collaboration, and computational thinking) | Equipping teachers with skills, tools, and strategies to develop students' 5C skills through differentiation and engagement in classroom | <ol style="list-style-type: none"> <li>All subjects include differentiated tasks or tiered worksheets (at least one for each unit).</li> <li>At least 1 PD is arranged for newly-joined teachers to learn about differentiation and cooperative learning strategies; 70% of newly-joined teachers find the strategies learned effective.</li> </ol> | <ol style="list-style-type: none"> <li>Subject documents and lesson observation records</li> <li>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> | <ul style="list-style-type: none"> <li>Budget for KLA's, PD, AA, T&amp;L, SD, OLE</li> </ul> |
|     |  | To maximize the learning opportunities such as experiential learning, subject weeks, etc., to enrich students' 5Cs                       | <ol style="list-style-type: none"> <li>Learning experiences are embedded to enrich the 5Cs via experiential learning days and subject weeks.</li> <li>Positive feedback on related programs from the majority of students/teachers.</li> </ol>  | <ol style="list-style-type: none"> <li>Activities Plan</li> <li>Survey</li> </ol>                                      | <ul style="list-style-type: none"> <li>AA, SD &amp; OLE</li> </ul>   | <ul style="list-style-type: none"> <li>Budget for KLA's, AA, T&amp;L, SD, OLE</li> </ul>     |

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

| Item | Targets  | Strategies  | Success criteria  | Means of 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 various program  | <ol style="list-style-type: none"> <li>PD for newly-joined teachers and seminars for parents on fostering students' well-being. 70% of participants find the strategies learned effective.</li> <li>Further promoting students' understanding of the meaning of learning and boosting their sense of accomplishment through positive feedback; improvement in SHS Learning Capacity data.</li> <li>Enrich the Life Education program by incorporating suitable and diverse elements to enhance the content. Improvement in APASO data.</li> </ol> | <ol style="list-style-type: none"> <li>PD records and seminar evaluation</li> <li>SHS survey</li> <li>Life Education documents</li> <li>APASO data</li> </ol> | <ol style="list-style-type: none"> <li>PD Team and SDC</li> <li>ADC</li> <li>SDC</li> </ol> | <ul style="list-style-type: none"> <li>Budget for AA, L&amp;T, PD, SD, and OLE</li> </ul>                                  |
| 2.2  | To nurture students' social-emotional learning skills (self-management, self-awareness, responsible decision-making, relationship skills, and social awareness) to | Supporting teachers to make use of SEL to provide adequate support for student's social and emotional needs | <ol style="list-style-type: none"> <li>Integrate SEL learning materials in the "Leader in Me" program. 70% of teachers and students agree that strategies are concrete to support their social and emotional needs.</li> <li>Organise relevant teacher training and QCM to elevate teachers' understanding and enable them to convey that knowledge and skills to students.</li> </ol>  | <ol style="list-style-type: none"> <li>Documents, teachers and students survey</li> <li>PD records</li> </ol>   | <ul style="list-style-type: none"> <li>SDC</li> </ul>                                       | <ul style="list-style-type: none"> <li>Budget for purchasing learning materials for the "Leader in Me" program.</li> </ul> |

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|     | face adversities  | Maintaining good discipline and enhancing school ethos for student success   | <ol style="list-style-type: none"> <li>1. Review clear disciplinary procedures and school regulations for the whole school approach to continue improving SHS and APASO data.</li> <li>2. Arrange regular grade assemblies/sharing to reinforce good behaviors to communicate school rules effectively with teachers, students, and parents. Improvement in SHS and APASO data.</li> <li>3. Refine rewards systems for recognizing the students' efforts and encouraging self-disciplined students</li> <li>4. Develop a "Fireflies" program for G3-6 students to understand undesirable behaviors' consequences. Improvement in student's behavior record.</li> <li>5. Regular Grade CT meeting; 70% of teachers find the strategies useful to promote student discipline.</li> <li>6. Corporate with guidance teachers to meet students to support individual student's social and emotional needs.</li> </ol> | <ol style="list-style-type: none"> <li>1. Documents, SHS and APASO data</li> <li>2. SHS and APASO data</li> <li>3. Rewards systems record</li> <li>4. Students' behavior record.</li> <li>5. Teachers survey</li> <li>6. Guidance records</li> </ol>  | <ul style="list-style-type: none"> <li>▪ SDC</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Budget for SDC</li> </ul>  |
| 2.3 | To develop students' positive values (courage, perseverance, respect, empathy, commitment, integrity) | <p>Developing students' positive values through reading and writing activities</p> <p>Promoting the development of positive values in students through refining programs</p> <p>Enrich the school-based values education curriculum according to the EDB framework</p> | <ol style="list-style-type: none"> <li>1. Students learn 1 core value with 2 booklets each year. Increase in submission rate.</li> <li>2. At least 2 writing competitions for students to participate in for developing creativity and positive value.</li> </ol> <ol style="list-style-type: none"> <li>1. Integrate positive values into the "Leader in Me" curriculum to better understand PERCCI values and practical application. 80% of students share their personal growth experience acquiring those values through various channels.</li> </ol> <ol style="list-style-type: none"> <li>1. Review the school-based values education curriculum framework to cultivate students' positive values and attitudes. Improvement in SHS and APASO data.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Reading booklet</li> <li>2. Competition participation and award record</li> </ol> <ol style="list-style-type: none"> <li>1. Document and student survey</li> </ol> <ol style="list-style-type: none"> <li>1. Curriculum framework, SHS, and APASO data</li> </ol> | <ol style="list-style-type: none"> <li>1. Reading Team</li> <li>2. Chinese and English Team</li> </ol> <ol style="list-style-type: none"> <li>1. SDC</li> </ol> <ol style="list-style-type: none"> <li>1. SDC</li> </ol> | <ul style="list-style-type: none"> <li>▪ Budget for printing and prizes</li> <li>▪ Budget for purchasing learning materials for the "Leader in Me" program</li> <li>▪ Budget for promoting value education</li> </ul> |

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| 2.4 | To enhance students' sense of national identity, law-abidingness, and community engagement | Implementing curriculum framework of national security education to enhance students' sense of national identity and law-abidingness | <ol style="list-style-type: none"> <li>1. Review the work plan on implementation of 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 framework</li> <li>4. Improvement in SHS and APASO data.</li> </ol>  | <ol style="list-style-type: none"> <li>1. NSE evaluation report and framework</li> <li>2. Sister School plan and report</li> <li>3. KLA&amp;OLE records</li> <li>4. SHS, and APASO data</li> </ol> | <ul style="list-style-type: none"> <li>▪ MCE Team</li> <li>▪ NSE Committee</li> </ul> | <ul style="list-style-type: none"> <li>▪ Budget for promoting MCE, NSE</li> </ul>             |
|     |  | Enhancing students' sense of belonging to the school community by developing leadership skills                                       | <ol style="list-style-type: none"> <li>1. Review the leadership program and give students veritable leadership roles and responsibilities within the class and school community.</li> <li>2. Highlight the achievements and efforts of students through awards and certificates</li> <li>3. Appreciate student leaders' effort with certificates and rubrics to show their performance, 80% of teachers agree that student leaders are contributing to serving A-School.</li> <li>4. Ensure abundant opportunities for student leaders to serve the school on a daily basis and during special school events. 80% of student leaders value these opportunities and believe that they enhance their leadership skills.</li> </ol> | <ol style="list-style-type: none"> <li>1. Documents</li> <li>2. Awards record</li> <li>3. Teacher survey</li> <li>4. Student survey</li> </ol>   | <ul style="list-style-type: none"> <li>▪ SDC</li> </ul>                               | <ul style="list-style-type: none"> <li>▪ Budget for student leadership development</li> </ul> |

**Major Concern 3: Building a digital and healthy school environment**

| Item | Targets  | Strategies  | Success criteria  | Means of Evaluation  | Action taken by  | Resources required   |
|------|--|---|---|--|--|--|
| 3.1  | To hone teachers' and students' skills in making use of state-of-the-art IT tools to enhance teaching and learning effectiveness | Enhancing teachers' skills in making use of IT tools effectively for engagement, differentiation, collaboration, and formative assessment | <ol style="list-style-type: none"> <li>1. At least one workshop is arranged for the newly-joined teacher to use IT tools effectively. 80% of newly-joined teachers agree that the workshops are useful.</li> <li>2. 10-minute sharing during staff briefing from each subject to share the effective ways to use IT tools. 80% of teachers agree that sharing is useful.</li> </ol> | <ol style="list-style-type: none"> <li>1. Workshop evaluation</li> <li>2. e-learning Google Site and teacher survey</li> </ol> | <ul style="list-style-type: none"> <li>▪ eLearning Team</li> <li>▪ PD Team</li> </ul>    | <ul style="list-style-type: none"> <li>▪ Budgets for purchasing IT tools</li> </ul>    |
|      |  | Setting a pilot team to explore the use of AI in learning and teaching  | 1. Draft a plan for developing AI education   | 1. AI education plan   | <ul style="list-style-type: none"> <li>▪ STEAM Team</li> <li>▪ eLearning Team</li> </ul> | <ul style="list-style-type: none"> <li>▪ Budgets for purchasing AI software</li> </ul> |

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| 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. Promote Sustainable Development Goals (SDGs) to students. SDGs posters are posted around campus. 70% of students know the meaning of SDGs.</li> <li>2. At least one seminar is arranged for students/teachers/parents to know more about the SDGs. 70% of participants agree the seminar enhances their understanding of the SDGs.</li> <li>3. Plants attached with QR codes for students to learn about the name and features of different plants at school; at least 1 activity is arranged for students to know more about the plants in school.</li> <li>4. Embed SDGs elements in PBL; at least one-grade PBL topic is related to SDGs.</li> </ol> | <ol style="list-style-type: none"> <li>1. Posters and students survey.</li> <li>2. Seminar materials and evaluation survey.</li> <li>3. School plants info and records, learning activity materials.</li> <li>4. PBL document.</li> </ol>   | <ol style="list-style-type: none"> <li>1. General Affairs Team and Green School Unit</li> <li>2. Green School Unit/PD Team/Home-School Liaison Team</li> <li>3. General Affairs Team and Green School Unit</li> <li>4. PBL Team</li> </ol> | <ul style="list-style-type: none"> <li>▪ Budgets for speakers' fees, setting up the QR codes, and outings</li> </ul> |
|     |  | Understanding good environmental practices through authentic daily life activities  | <ol style="list-style-type: none"> <li>1. At least two whole-school activities are arranged to increase environmental awareness. 70% of students participate in activities.</li> <li>2. Promote no-meat meals to encourage students a green and healthy eating habits. 50% of students chose vegetarian meals once per week, and an A-Award point and be added.</li> <li>3. Eco-Pioneers conduct regular environment-friendly sharing and messages. 70% of interviewees agreed that sharing is meaningful and useful.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Activities documents and evaluation</li> <li>2. Lunch order record</li> <li>3. Student survey/Focus group interview by Eco-Pioneers</li> </ol>  | <ol style="list-style-type: none"> <li>1. Green School Unit</li> <li>2. General Affairs Team</li> <li>3. Green School Unit</li> </ol>  | <ul style="list-style-type: none"> <li>▪ Budgets for activities and prizes</li> </ul>                                |
| 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 skills           | <ol style="list-style-type: none"> <li>1. At least two whole-school activities are arranged to establish healthy lifestyles and fitness habits. 70% of students participate in activities.</li> <li>2. At least one parent and student seminar on a healthy lifestyle; 80% of participants find that the information is useful and practical.</li> <li>3. Fine-tune physical development program launched; 70% of students agree that it helped them build physical fitness and health.</li> <li>4. PE ambassadors conduct regular sharing about healthy lifestyles and fitness habits.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Activities documents and evaluation</li> <li>2. Seminar evaluation</li> <li>3. Program document and students survey</li> <li>4. Student survey/Focus group interview by PE ambassadors</li> </ol> | <ol style="list-style-type: none"> <li>1. PE Team/MCE Team</li> <li>2. Home-School Liaison Team/MCE Team</li> <li>3. PE Team</li> <li>4. PE Team</li> </ol>  | <ul style="list-style-type: none"> <li>▪ Budgets for speakers' fees, prizes, and outings</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>1. OLE includes Christianity fellowship. 80% of participants agree that they learned more about Christianity.</li> <li>2. Christian disciples conduct regular sharing about Christianity. 80% of students agree that they have a chance to learn about Christian</li> </ol>  | <ol style="list-style-type: none"> <li>1. OLE timetable and students survey</li> <li>2. Student survey/Focus group interview by Christian disciples</li> <li>3. Activities</li> </ol>   | <ol style="list-style-type: none"> <li>1. OLE Team</li> <li>2. Christianity Development Team</li> <li>3. Christianity Development Team</li> <li>4. SMS Team</li> </ol>   | <ul style="list-style-type: none"> <li>▪ Budgets for activities, prizes, and courses</li> </ul>                      |

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|     |  |  | <p>values and pray when feeling distressed.</p> <p>3. At least two whole-school activities are arranged regarding spiritual nourishment. 90% of students participate in activities.</p> <p>4. Bi-monthly student planner checking with teacher's feedback supervised by non-CTs.</p> <p>5. Google Calendar carries forward to G3 to help students and parents better manage assignments and assessments; 70% of parents agree that Google Calendar is useful.</p> <p>6. Teachers / Parents seminars, activities, or workshops are arranged to practice sports, music, art-making, and mindfulness. 80% of participants enjoy the events.</p>        | <p>documents and evaluation</p> <p>4. Summary of checking report</p> <p>5. Parents survey</p> <p>6. Events evaluation</p> | <p>5. e-Learning Team</p> <p>6. PD Team/Home-School Liaison Team</p> |  |
| 3.4 | To maintain an amicable and caring school environment and atmosphere | Sustaining a harmonious and supportive learning environment for students | <p>1. Class teachers meet each student at least once yearly to learn more about their needs. 80% of students agree that teachers provide support and encouragement for them.</p> <p>2. 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.</p>  | <p>1. SHS/APASO data</p> <p>2. SHS/APASO data</p>   | <p>1. Guidance Team</p> <p>2. Subject Panel Head</p>                 |  |
|     |  | Maintaining strong team morale and supportive culture                    | <p>1. Pre-appraisal meetings conduct with teachers to align expectations and provide feedback to colleagues. 80% of teachers agree that the appraisal system evaluates teachers' work performance fairly and is conducive to their professional development</p> <p>2. Individual meetings are arranged for all teachers to know more about their needs and how to support them by school. 80% of teachers feel supported for their work and professional growth.</p> <p>3. Regular team building and celebration activities organized; 70% of teachers agree that the school facilitated an amicable work environment and harmonious atmosphere</p> | <p>1. SHS data</p> <p>2. Teacher survey</p> <p>3. SHS data</p>  | <p>1. PD Team</p> <p>2. Vice Principal</p> <p>3. PD Team</p>         | <ul style="list-style-type: none"> <li>▪ Budgets for activities, refreshments</li> </ul> |