

**Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School  
Annual School Plan (Primary Division) 2021–2022**

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

Item	Objectives	Strategies	Success criteria	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>1. Increase cognitive rigor of curriculum and close the gap between internal and external assessments</li> <li>2. Improvement in students' independent learning capacity</li> <li>3. 70% of Subject Cos complete Assessment Essentials and Assessment Lead CPD programs. Learning shared in subject meetings and documented.</li> <li>4. Student learning data is reviewed regularly to monitor progress and intervention strategies</li> <li>5. Embed the theme "Flourish with a Growth Mindset" 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</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, promotion of 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 participate in S&amp;A programmes/training and agree it is beneficial to their personal development and helps develop their growth mindset</li> <li>4. At least 2 talks on S&amp;A to help students understand growth mindset, perseverance and risk-taking; activities that promote sportsmanship and arts/music appreciation</li> <li>5. SLC include reflection and goal setting for S&amp;A</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>

		<p>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</p>	<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. Arrange at least 2 talks for students and parents to understand the expectations, recommended strategies to sustain effort, build generic skills and maintain a strive for excellence attitude</li> <li>3. Ongoing support and communication with parents to exchange info and share strategies to support students to achieve goals</li> <li>4. Programmes and activities to support students with diverse learning needs</li> <li>5. Use A-Award Scheme and positive reinforcement to encourage positive learning attitudes and behaviours</li> <li>6. Weekly morning/assembly 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. Feedback from students and parents</li> <li>3. Feedback from teachers and parents; discussions in meetings</li> <li>4. Potential Dev. Team records</li> <li>5. SD records and data</li> <li>6. Assembly 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>
		<p>Acquiring a positive attitude and growth mindset through reading and stories of overcoming adversities</p>	<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 and Life Ed lessons</li> <li>2. Students contribute to the creative writing or drawing activities that demonstrate a growth mindset</li> <li>3. Coding includes theme on growth mindset</li> <li>4. KLAs introduce great people that demonstrate a growth mindset; at least 2 meetings with outliers arranged</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. Student work</li> <li>4. 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	<p>To further promote digital citizenship to strengthen students' awareness of intellectual property and ethics in technology</p>	<p>Strengthening the implementation and learning outcomes of the digital citizenship curriculum</p>	<ol style="list-style-type: none"> <li>1. 100% of new teachers attend Digital Citizenship PD and find it useful in understanding and implementing the curriculum</li> <li>2. Session conducted for parents during Curriculum Saturday</li> <li>3. Commonsense Certification renewed for school</li> <li>4. DC booklets revised to focus on intellectual property and ethics in technology</li> <li>5. At least 80% of students show understanding of intellectual property and ethics in technology</li> </ol>	<ol style="list-style-type: none"> <li>1. Revised and completed digital citizenship booklets</li> <li>2. DC certification</li> <li>3. PD records and evaluation</li> <li>4. Survey data</li> <li>5. Feedback from parents</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. Learning materials prepared for students while Class teachers teach and implement through homeroom periods in Term 2</li> <li>2. Class Teachers use the learning materials from the Intellectual Property Department</li> <li>3. 1-2 talks on research skills and intellectual property</li> <li>4. Explain the Responsible User Guidelines to students at the beginning of the school year</li> <li>5. Posters put up in classrooms</li> <li>6. 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 prepared</li> <li>2. Survey</li> <li>3. Feedback from parents, teachers and students</li> <li>4. Discussion and sharing in staff briefings</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 skill	<ol style="list-style-type: none"> <li>1. Use A-Award scheme to recognize students' improvement in effort and motivation</li> <li>2. KLAs explore and make suggestions to use Universal Design for Learning</li> <li>3. Sharing of HOT lesson design through peer lesson observation and staff briefings</li> <li>4. At least 2 PDs on UDL, DI, Bloom's Taxonomy or Webb's Depth of Knowledge</li> <li>5. At least 70% of teachers think the training sessions are useful</li> </ol>	<ol style="list-style-type: none"> <li>1. Feedback on A-Award scheme</li> <li>2. Subject documents</li> <li>3. Meeting records</li> <li>4. PD records and survey data</li> <li>5. Students' feedback</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>	<ul style="list-style-type: none"> <li>▪ Budget for KLAs, PD, AA and T&amp;L</li> </ul>
		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 students to participate in community service; 70% of student finds community service meaningful</li> <li>3. At least 1 OLE class on entrepreneurship for each grade level</li> <li>4. At least 1 talk arrange for students; 70% of students understand the importance of entrepreneurship</li> <li>5. 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. OLE records</li> <li>4. Survey</li> <li>5. 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>At least 1 PD arranged to train teachers in teaching and evaluating 5C skills; 70% of teachers agree that PS enables them to teach students to self-evaluate 5C skills</li> <li>70% of teachers are confident to use 21<sup>st</sup> Century Classroom, InnoLab, Science Lab, Collaborative Learning Hub to promote 5C skills</li> <li>At least 1 PD arranged for teachers to learn about differential and engagement; 70% of teachers find the strategies learned to be effective</li> <li>KLAs, OLE, SD and PBL curriculum embedded with 5C skills</li> </ol>	<ol style="list-style-type: none"> <li>PD records and survey, SLC student work for self-evaluating 5C skills</li> <li>Discussion and sharing in staff briefings and subject meetings</li> <li>Lesson observation records</li> <li>Curriculum documents</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 KLAs, PD, AA, T&amp;L, SD, OLE</li> </ul>
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**Major Concern 2: Strengthening students' resilience, positive relationships and social responsibility**

Item	Objectives	Strategies	Success criteria	Evaluation	Action taken by	Resources required
2.1	To foster students' mental and physical well-being	Flourishing students' well-being through positive education	<ol style="list-style-type: none"> <li>At least 2 activities each term that adopt the PERMAH model</li> <li>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>Posters of PERMAH models around the campus</li> <li>KLAs promote students' understanding of the meaning of learning and boost their sense of accomplishment through positive feedback; 70% of students feel supported by their teachers in their learning</li> <li>70% of students find the strategies learned from Life Education lessons useful in maintaining positive emotions</li> <li>At least one unit was revised in PE, LA and IS to focus on physical and mental well-being. 80% of students agree that they have strategies to improve mental and physical well-being</li> </ol>	<ol style="list-style-type: none"> <li>Activity records</li> <li>Survey</li> <li>Feedback from teachers, parents and students</li> <li>PD and seminar records</li> <li>Life Ed plans</li> <li>Subject documents</li> </ol>	<ul style="list-style-type: none"> <li>AA, SD, OLE</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>

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. Class teachers use BrainPop platform to introduce SEL to students; 70% of teachers agree that the SEL improve students' social and emotional competencies</li> <li>2. 70% of students agree that teachers provide concrete strategies for them to overcome adversity in learning</li> <li>3. 70% of teachers find the workshop on using BrainPop useful</li> <li>4. SEL included in A+Passport/A-Diary</li> <li>5. At least 70% of Panel Heads acquire SEL certification</li> </ol>	<ol style="list-style-type: none"> <li>1. Survey</li> <li>2. Class teachers' observation and feedback</li> <li>3. Student interview records</li> <li>4. BrainPop usage Reports</li> <li>5. 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 through SEL	<ol style="list-style-type: none"> <li>1. At least 1 PD on classroom management; 70% of teachers find the strategies useful to promote student discipline</li> <li>2. At least 2 grade meetings each term to remind students the importance of self-discipline; 80% of students agree that they behave properly and respect others</li> <li>3. 70% of teachers agree that A-Award Scheme is useful to encourage proper manners and behaviours</li> </ol>	<ol style="list-style-type: none"> <li>1. PD records</li> <li>2. Survey</li> <li>3. A-Award Scheme 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. At least 2 reading books each grade level to help develop the 6 core values</li> <li>2. Each value is promoted throughout the school year (Respect Sep-Oct; Empathy Nov-Dec; Commitment Jan; Integrity Feb; Courage Mar; Perseverance Apr-May)</li> <li>3. At least 2 writing competitions include the values as the topic</li> <li>4. Morning assembly sharing on those values; 70% of students share their personal growth experience on acquiring those values through SLC</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading Team plans and records</li> <li>2. Morning assembly records</li> <li>3. Student work sample and participation records</li> <li>4. SLC records</li> <li>5. Lesson observation</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> <li>▪ Sister School</li> </ul>

		Enhancing students' sense of belonging to the school community by developing leadership skills	<ol style="list-style-type: none"> <li>80% of teachers agree that students are contributing to serving their class</li> <li>80% of students agree that training and feedback from teachers were useful to improve their leadership skills</li> <li>Every student experienced 2 different class duties and received encouragement from teachers</li> <li>Leadership Passport for G4-6 students launched to keep track of students' progress, training and services records</li> </ol>	<ol style="list-style-type: none"> <li>Feedback from teachers and students</li> <li>Survey</li> <li>Class duty records</li> <li>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>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
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>Posters on Bloom's taxonomy and digital tools printed for teachers; 80% of teachers try out the tools</li> <li>At least 80% of teachers join at least 2 PD arranged by eLearning Team</li> <li>A simplified version of Responsible User Guides posted in classrooms; 80% of students able to use IT tools properly and effectively in learning</li> <li>InnoLab equipped with AI tools; a plan for subject-based use of AI drafted</li> </ol>	<ol style="list-style-type: none"> <li>PD records</li> <li>Teacher sharing in staff briefings</li> <li>Documents</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>National Geographic magazines, world map posters and globes purchased; 80% of students learn about the continents and oceans</li> <li>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</li> <li>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>Survey</li> <li>Reading programme evaluation</li> <li>School plants info and records</li> <li>Subject learning materials and SOW</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>

		Understanding good environmental practices through authentic daily life activities	<ol style="list-style-type: none"> <li>1. Students and teachers participate in No Aircon night and Earth Hour campaign and share their experience in morning homeroom; 70% of students and teachers join the activities</li> <li>2. Class plant for each class and students need to take turn to take care of it; 70% of students know the importance of plants in the ecosystem</li> <li>3. Healthy green diet and refrain from purchasing unnecessary items to develop a green lifestyle; 70% of students tried a no-meat meal every week while 70% of students increased environmental awareness when making purchases</li> </ol>	<ol style="list-style-type: none"> <li>1. Participation records</li> <li>2. Class plant records</li> <li>3. Survey</li> <li>4. Interview</li> </ol>		
3.3	To establish healthy lifestyle and fitness habits	<p>Developing healthy lifestyle and fitness habits through healthy diet, exercise, sleep habits and good self-management skill</p> <p>Managing stress through building Christian faith, good time management skill and practicing sports, music, art making and mindfulness</p>	<ol style="list-style-type: none"> <li>1. Health talks arranged for students; 70% of students practice the strategies learned</li> <li>2. At least 1 parent seminar on healthy lifestyle; 80% of parents find the information useful and practical</li> <li>3. A Junior-school physical development programme launched; 70% of students agree that the programme helped them build up physical fitness and health</li> <li>4. Students learn topics on healthy lifestyle in PE, IS and LA lessons; 70% of students understand the importance of healthy lifestyle</li> <li>5. Promotions and collaboration with school nurse, parents and PE team on practicing Brain Gym, doing eye care and morning exercise</li> </ol> <ol style="list-style-type: none"> <li>1. OLE include Christianity fellowship</li> <li>2. 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>3. Time management materials embedded in A+Diary/Passport for ease of reference; 70% of students make good use of student planner</li> <li>4. Reflection/goal setting for G5-6 students at the beginning of the school year, follow-up activities and posters organized to reinforce strategies learned; 70% of students agree that they applied strategies learned</li> <li>5. Monthly student planner checking with teacher's feedback supervised by non-CTs</li> </ol>	<ol style="list-style-type: none"> <li>1. Activity records</li> <li>2. Survey</li> <li>3. Interview</li> <li>4. 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>

			<p>6. Google Calendar can be rolled out as a pilot scheme in G1 to help students and parents better manage assignments and assessments; 70% of parents agree that Google Calendar is useful</p> <p>7. Mindfulness workshops for teachers conducted; 70% of teachers find strategies learned can help calm down students</p>			
3.4	To maintain an amicable and caring school environment and atmosphere	Sustaining a harmonious and supportive for students	<p>1. Life Ed activities arranged; 70% of students able to use the caring strategies taught</p> <p>2. Encouragement and feedback during SLC, OLE lessons and written in student planner teacher corner; 80% of students agree that teachers care about them</p> <p>3. Teachers model kindness and empathy; 80% of students agree that teachers understand their needs and provided support</p>	<p>1. Life Ed records</p> <p>2. Survey</p> <p>3. Interview records</p> <p>4. Student planner</p> <p>5. Best practices compilation</p>	<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>
		Maintaining strong team morale and supportive culture	<p>1. Support teaching in l&amp;t through feedback for improvement, encouragement from colleagues, PD opportunities, mentorship programme arranged; 70% of teachers feel supported for their work and professional growth</p> <p>2. Team building and celebration activities organized; 70% of teachers agree that the school facilitated an amicable work environment and harmonious atmosphere</p>			