

HKBUAS Wong Kam Fai Secondary & Primary School Annual Plan 2015-2016

(A) Management and Organisation

1. enhances teaching quality and professional development through the data-driven strategy;
2. encourages home-school cooperation so as to let both parents and teachers realise the progress and abilities of students;
3. manages the school and makes policy collaboratively among school committees, teachers and expertise;

Task	Strategy	Indicators of Success	Evaluation Method
Promote professional development (PD) according to the needs of the school and the performance improvement of individual staff	<ol style="list-style-type: none"> 1. Work closely with tertiary institutions and professional expertise in organising PD activities according to the needs of the school and staff; 2. Improve the reflection practice to collect data and information for improvement 	<ol style="list-style-type: none"> 1. Identify the school needs of PD; 2. Update sources of external expertise and make invitation for PD; 3. Review the criteria and practice of of team and individual's reflection ; 4. Over 90% teachers attended training courses for personal growth and organizational needs 	<ol style="list-style-type: none"> 1. Conduct staff questionnaire survey on our PD; 2. Review expertise list; 2. Monitor the on-going improvement of teaching quality and student support; 3. Observe our culture of team and individual's reflection
Maximise the benefits of peer observation, specific foci aligned with the school concerns and staff's immediate PD needs	<ol style="list-style-type: none"> 1. Strengthen peer lesson planning and class observation; 2. Arrange mentor for newly recruited / young teacher; 3. Provide leadership training programme for coordinator 	<ol style="list-style-type: none"> 1. Organise peer lesson planning and class observation for all teachers; 2. Assign mentors for newly recruited / young teachers; 3. Assign mentors for coordinators 	<ol style="list-style-type: none"> 1. Review records of work ; 2. Review the performance appraisal records
Strengthen the communication and working relationship with parents (<i>see also</i> School Ethos)	<ol style="list-style-type: none"> 1. Strengthen our user-friendly and timely communication; 2. Organise more home-school activities; 	<ol style="list-style-type: none"> 1. Strengthen the use of e-class Apps in communication; 2. Increase in percentage of parents' participation in activities, excursion volunteer work and service trips 	<ol style="list-style-type: none"> 1. Review the data on usage of e-class Apps; 2. Review records of parents' participation in home-school activities;
Promote deliberation among staff on the implications of school development priorities, the targets to be set and the strategies for adoption	<ol style="list-style-type: none"> 1. Engage staff in sharing reflections on progress made and identify support needs through regular subject meeting; 2. Decide the subject's development priorities and strategies for new school year; 	<ol style="list-style-type: none"> 1. Identify and evaluate rubrics for teaching by subject team; 2. Evaluate the progress of learning and support needs by teachers; 3. Plan on development priorities and strategies for new school year by subject team 	<ol style="list-style-type: none"> 1. Review development plan of each subject; 2. Review the subject's monthly plans or similar; 3. Study the rubrics of different subjects;

(B) Teaching & Learning

1. promotes reading and cultivates attitude and ability for lifelong learning;
2. develops gifted education policy, database and programme;
3. promotes cross-subjects collaboration so as to provide an integrated and learning experience for students;
4. strengthens our secondary-primary through-train practice in terms of curriculum and other learning activities;
5. cultivates literacy in English and Chinese as well as using both English and Putonghua actively and confidently for communication;
6. uses information technology effectively and efficiently for learning and teaching;
7. reviews and improves the assessment system

Task	Strategy	Indicators of Success	Evaluation Method
Strengthen the collection development in level reading and picture books	<ol style="list-style-type: none"> 1. Review the collection with the Lead Librarian; 2. Explore other sources of collection development 2. Track record of collection development & circulation; 	<ol style="list-style-type: none"> 1. Triple the collection in level reading and picture books; 2. Use budgets of collection development adequately; 3. Over 80% students become regular borrowers; 	<ol style="list-style-type: none"> 1. Access the on-site library catalogue; 2. Study collection development reports; 3. Study the development plan provided by Lead Librarian
Differentiate our curriculum so that we can cater for the needs and abilities of gifted students	<ol style="list-style-type: none"> 1. Develop student-centred learning activities; 2. Apply the Enrichment Triad (3E) Model in our gifted education (GE) programme; 	<ol style="list-style-type: none"> 1. Design learning tasks to cater for needs & abilities of gifted students; 2. Apply Renzulli's 3E Model to promote enjoyment, engagement and enthusiasm in learning 	<ol style="list-style-type: none"> 1. Observe class teaching; 2. Study the questions and activities in the worksheets; 3. Review the practice of GE, i.e. policy, strategies etc.
Develop school based cross - curricular learning activities according to the daily experiences of students	<ol style="list-style-type: none"> 1. Develop Chinese and Liberal Arts (LA) school-based curriculum; 2. Promote STEM programme in our project-based and problem-based learning 	<ol style="list-style-type: none"> 1. Identify topics that have both LA and Chinese context and work together in curriculum development; 2. Develop STEM programmes through the collaboration of Science, ICL and Mathematics departments 	<ol style="list-style-type: none"> 1. Arrange sharing sessions on cross-subjects experiences; 2. Conduct questionnaire survey and study students' performance in project work
Strengthen our SS-PS through-train practice	<ol style="list-style-type: none"> 1. Review the SS-PS curriculum and tailor it according to the needs of students and uniqueness of whole-school curriculum; 2. Strengthen bridging activities for primary students and parents 	<ol style="list-style-type: none"> 1. Fine tune our secondary and primary curriculum so as to meet the developmental needs of our students; 2. Evaluate our assessment strategy so that students can adjust smoothly; 3. Organise more interactive bridging activities for primary students and parents 	<ol style="list-style-type: none"> 1. Evaluate the whole-school curriculum; 2. Evaluate the assessment approaches and the examination papers; 3. Evaluate the quantity and quality of bridging activities through questionnaire

Use both English and Putonghua actively and confidently for communication	<ol style="list-style-type: none"> 1. Develop award scheme; 2. Organise “student language ambassadors” to monitor the use of English and Putonghua during recess 	<ol style="list-style-type: none"> 1. 90% students voluntarily join the language award scheme; 2. All teachers use either English or Putonghua to communicate with students 	<ol style="list-style-type: none"> 1. Obtain feedback from “student language ambassadors” and teachers; 2. Observe students’ recess performance
Promote the use of IT and design interactive programme in teaching	<ol style="list-style-type: none"> 1. Monitor exploration of usage of iPads in teaching; 2. Work with ICL panel to promote PD in IT; 3. Identify trends and development of i-learning; 4. Strengthen connection between ICL and other subjects 	<ol style="list-style-type: none"> 1. All teachers are able to use iPads to promote students’ learning; 2. Over 70% teachers can develop interactive learning materials; 3. Assign subject coordinators to work closely with ICL Department 	<ol style="list-style-type: none"> 1. Discuss with panels and track records of usage of applications of iPads; 2. Check records of newly acquired applications; 3. Check records of PD; 4. Review meeting schedules of all subject departments
Develop effective methods and strategies to reflect the achievements and performance of students	Make use of the data analysis programme of Quality Assessment Management Accreditation Scheme (QAMAS) to develop quality assessment tools	<ol style="list-style-type: none"> 1. 95% parents agree with our rationale of assessment; 2. All teachers are satisfied with the effectiveness of our assessment tools 	<ol style="list-style-type: none"> 1. Collect opinions through parents-principal meetings; 2. Collect teachers’ opinions through formal meetings;
Develop strategies to assess according to concise and specific learning objectives and analyse results of assessments	<ol style="list-style-type: none"> 1. Develop rubrics of learning and indicators for assessment; 3. Provide PD opportunities of “Battelle for Kids” for teachers; 2. Use QAMAS programme to conduct item analysis 	<ol style="list-style-type: none"> 1. All teachers understand the strengths and weaknesses of the students through TSA; 2. 60% teachers know how to use the QAMAS programme; 3. Teachers apply the results of item analysis to modify teaching context 	<ol style="list-style-type: none"> 1. Study the subject plans to find out the impacts of item analysis on subject teaching; 2. Study the staff’s PD records; 2. Study the assessment data analysis reports;

(C) Student Support and School Ethos

1. creates a lively, safe and caring learning environment;
2. improves the quality of life education, student guidance and counseling
3. encourages home-school cooperation so as to let both parents and teachers realise the progress and abilities of students;

Task	Strategy	Indicators of Success	Evaluation Method
Enhance student-teacher and student–student relationship	<ol style="list-style-type: none"> 1. Encourage students to discuss and plan for house activities with teachers; 2. Provide training on leadership and mediation for prefects, library ambassadors and senior students; 4. Study and revise “Charter of Success” which lists teachers’ expectations on students as well as the promises from A-School 	<ol style="list-style-type: none"> (1) All students are happy to join either the house activities or cheerleading groups in competitions; (2) 35% students receive training and can be assigned duties of prefects, library ambassadors, and “buddy” scheme (senior students look after junior students during activities); (3) All students are proud of being A-School students and are willing to sign the charter 	<ol style="list-style-type: none"> 1. Review the quality of the training programmes and the number of participants; 2. Review the effectiveness of those service programmes through questionnaire; 3. Evaluate the performance of students who had signed the charter
Promote skills of life-education	<ol style="list-style-type: none"> 1. Provide life-education programme in small groups; 2. Work with LA teachers and external Christian organization to improve our character formation programmes; 3. Coordinate our assemblies to tailor topics that induce positive value and higher moral standards among the students; 4. Strengthen our case referral and conference 	<ol style="list-style-type: none"> (1) All students are able to confidently tackle with their difficulties in interpersonal skills, life experience, learning etc. (2) All service-receivers do not repeat their disciplinary problems again. 	<ol style="list-style-type: none"> 1. Evaluate the cases regularly; 2. Evaluate the data of students’ performance 3. Evaluate our topics and context of assemblies and life education
Nurture our students with positive value and higher moral standards			
Strengthen home-school communication and provide opportunities for parents to join A-School activities in order to make our operation transparent	<ol style="list-style-type: none"> 1. Strengthen our parent-volunteer scheme; 2. Arrange educational talks which are aligned with our teaching philosophy; 3. Strengthen parents’ resource centre at A-School 	<ol style="list-style-type: none"> (1) 40% parents have offered volunteer services at our school; (2) 70% parents have joined A-School’s educational talks at least once per year; 	Review the records of parents’ participation

(D) Student Performance

1. promotes whole-person development and independent learning;
2. strengthens the award system to reinforce positive learning experience.

Task	Strategy	Indicators of Success	Evaluation Method
Encourage positive reinforcement and enhance whole-person development	<ol style="list-style-type: none">1. Provide opportunities for students through our school-based curriculum development to tap their potentials which are regarded as an extension of learning experiences;2. Encourage our students to participate “Other Learning Experience” (OLE) activities;3. Display the works and recognise achievements of students regularly	<ol style="list-style-type: none">(1) 40% of learning activities are designed to encourage students’ extension of learning;(2) All students have joined at least two OLE activities within one year;(3) 90% students are able to show their works or achievements to other students, parents and public in every academic year.	<ol style="list-style-type: none">1. Students’ self-evaluation;2. Parents’ reports about students’ achievements in external activities;3. Evaluate the quality of extended activities;4. Review our OLE records;5. Review the achievements of our students
Strengthen independent learning	Strengthen project work and group work so that students learn to collect and analyse information and data by themselves	<ol style="list-style-type: none">(1) All students enjoy project work and show their abilities in information collection and analysis(2) All students can reorganize the information and present their work with their own opinions	<ol style="list-style-type: none">1. Evaluate the quality of project works;2. Review the presentations of the students during Problem-based Learning Showcase
Strengthen the internal award schemes	Review the A-School reward and scholarship schemes so as to provide more recognitions to the achievements of students in different areas	Increase in number of rewards and number of award winners	Records of award winners