**Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School**
**Annual School Plan (PS) 2018-2019**

**The followings are the main focus of primary section in 2018-2019:**
**1. Fine-tuning the implementation of the Junior School and Middle School curriculum frameworks**
**2. Maximizing the impact of cooperative and self-directed learning**
**3. Cultivating students' passion for learning and compassionate attitude and behaviour**
**4. Fostering teachers' professional growth through collaborative learning**

**Area of concern: Scaffolding Learning and Personal Growth on a Through-train Scale**

| Item | Strategies | Action | Criteria of success | Evaluation | Action taken by | Resources required |
|---|---|---|---|---|---|---|
| 1.1 | To strengthen the coherence and continuity of policies, curricula and programmes linking the three key learning stages (Junior School, Middle School and High School) | To enrich the Middle School curriculum at G5 and G6 | 1. Implement the Middle School curriculum (including third languages and soft skills training at G5&6) <br> 2. Fine-tune the Middle School curriculum with further suggestions | 1. Curriculum documented <br><br> 2. Review of Middle School curriculum implementation | Middle School Steering Committee | AA, SD and OLE budgets |
| | | To establish a fluid PS-SS learning arrangement by closing the gaps in the policies and practices student management | 1. 7 overlapping lessons across PS-SS timetable <br><br> 2. Flexi staff deployment across PS-SS <br><br> 3. Acceleration programs (PS-SS) for individual students <br><br> 4. Enrichment activities across PS-SS within KLAs: at least 1 per year at Grades 5-8 <br><br> 5. Enhance the rigor of G5-6 assessments across KLAs | 1. Record of the timeslots created <br> 2. Teachers survey <br> 3. Evaluation of acceleration programs <br> 4. Evaluation of the enrichment activities <br> 5. KLAs assessment documented <br> 6. Evaluation of the student management frameworks | Middle School Steering Committee; AA Committee | AA budgets |

| Item | Strategies | Action | Criteria of success | Evaluation | Action taken by | Resources required |
|------|-----------|--------|---------------------|-----------|-----------------|-------------------|
| 1.1 | To strengthen the coherence and continuity of policies, curricula and programmes linking the three key learning stages (Junior School, Middle School and High School) (Cont'd) | To refine the Junior School curriculum | 1. Implement the framework of the Junior School<br><br>2. Fine-tune the framework with further suggestions | 1. Framework documented<br>2. Teachers survey | AA Committee | AA and Subject budgets |
| 1.2 | To enhance the impact of PS-SS interface and to enrich the Middle School curriculum and programmes on a 4-year scale | To organize school-wide learning experience across PS-SS | 1. PBL Grades 1 – 9<br>2. Arts Festival<br>3. Chinese Cultural Day<br>4. Winter Concert<br>5. Graduation cum Promotion Ceremony<br>6. OLEs & excursions<br>7. Subject week activities | 1. Evaluation of activities<br>2. Evaluation of the PS & SS annual plans | Middle School Steering Committee, SMIT | AA, SD, OLE budgets |
| | | To enhance professional collaboration between PS and SS teachers | 1. QCMs and joint division PD activities<br><br>2. At least 2 KLA-based cross-sectional meetings per year<br><br>3. Lesson observations for KLAs and homeroom time | 1. QCMs and activities records<br>2. Minutes of meetings<br>3. Lesson observation records | Middle School Steering Committee, Subject Panels, G6-G7 CTs | AA budgets |

| Item | Strategies | Action | Criteria of success | Evaluation | Action taken by | Resources required |
|------|-----------|--------|---------------------|------------|-----------------|--------------------|
| 1.2 | To enhance the impact of PS-SS interface and to enrich the Middle School curriculum and programmes on a 4-year scale (Cont'd) | To set up a Modern Languages Department to coordinate the curricula and programmes of third languages | 1. Layouts of the new campus/classroom environment for G7 & G8 ready by the end of Term 1 | 1. Layouts | Middle School Steering Committee, Modern Languages Department, related subject panels, SDC | Campus/classroom renovation and new furniture; recruitment of third language teachers; budget for learning resources/activities for third languages; budgets for SD programmes, OLEs, excursions and exchange programmes for the Middle School |
|      |           | To refine the C&A framework of each related subject from Grade 5 to Grade 8 according to the learning expectations of the Middle School and in preparation for the High School | 2. Smooth coordination of third language curricula and programmes | 2. Minutes | | |
|      |           | | 3. Revision of C&A framework completed by the end of Term 1 | 3. C&A frameworks | | |
|      |           | To reinforce support to students' physical, mental and moral developments at this stage | 4. Positive feedback on students' personal growth and soft skills | 4. Surveys | | |
|      |           | To strengthen training in soft skills through OLEs, excursions and exchange programmes | | | | |
| 1.3 | To enhance mutual understanding and collaboration between teachers in primary and secondary divisions | To enable more teachers from the primary division to teach in the secondary division, and vice versa | 1. At least 4 subjects involved in cross-division teaching | 1. Minutes | Related subject panels, Professional Development (PD) Team | Budget for PD activities for teachers |
|      |           | To invite teachers from the primary division to attend panel meetings or QCMs of the same subject | 2. Regular attendance by PS teachers in SS panel meetings | 2. Lesson observation records | | |
|      |           | To conduct lesson observation between divisions regularly | 3. Lesson observation held in PS at least once per school term | 3. Surveys | | |
|      |           | To share policy documents and teaching resources between divisions of the same subject | 4. At least 2 joint-division PD activities held during the year | | | |
|      |           | To organize joint-division PD activities for teachers | | | | |

**Area of Concern 2: Nurturing lifelong learners with a global perspective and a positive mind**

| Item | Strategies | Action | Criteria of success | Evaluation | Action taken by | Resources required |
|---|---|---|---|---|---|---|
| 2.1 | To maximize the impact of learning and teaching | To strengthen teacher professional development in cooperative learning for the Junior School | 1. At least 2 workshops on cooperative learning<br><br>2. At least one peer lesson observation<br><br>3. Share good practices during staff meeting & PD day | 1. PD events evaluation<br>2. Peer lesson observation records<br>3. Sharing sessions among teachers | Head of AA & CCO | Budget for teacher training |
| | | To implement pedagogies for 21$^{st}$ Century Classrooms (e.g. eLearning, Differentiated Instruction and Assessment, etc.) in all KLAs | 1. Implement 21$^{st}$ Century pedagogies to maximize learning in classroom practices<br><br>2. Further enhance students' self-directed learning skills through goal setting and eLearning | 1. QCM record<br>2. Subject evaluation reports | All KLA Coordinators, class teachers, PBL I/C | AA and KLA budgets |
| | | To nurture students' passion for learning and to become compassionate learners with a growth mindset, positive attitudes and relationships | 1. Nurture students to become lifelong learners through Reading schemes<br><br>2. Reinforce a growth mindset when facing challenges<br><br>3. Promote positive relationships (e.g. relationships with peers, parents and teachers)<br><br>4. Enhance student ownership of learning | 1. Reading evaluation report<br>2. Survey | CCO, Librarian, eLearning Team, class teachers | AA and KLA budgets |
| 2.1 | To maximize the impact of learning and | | | | | |

| Item | Strategies | Action | Criteria of success | Evaluation | Action taken by | Resources required |
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| | teaching (Cont'd) | | through SLC in G4-6 | | | |
| | | To facilitate concerted effort among Academic Affair (AA), Student Development (SD) and Other Learning Experiences (OLE) | 1. Enhance collaboration amongst AA, SD and OLEs to promote and connect the themes *"Maximize Learning* and *Passion & Compassion"* | 1. PSOC records<br><br>2. AA, SD and OLE evaluation reports | AP, PSOC | Nil |
| | | To promoting a transdisciplinary approach in learning and teaching | 1. Refine and consolidate PBL and STEAM education by adopting the UbD framework<br>2. Develop phenomenon-based learning across KLAs<br>3. Symposium cum workshops | 1. PBL curriculum plan, UbD lesson plan and evaluation report<br>2. QCM and AA records<br>3. Symposium booklet and evaluation | CCO, KLA Coordinators, class teachers, PBL I/C | AA budgets |
| | | To develop a comprehensive STEAM education curriculum with a wide range of learning opportunities and challenges | 1. Develop a formal curriculum and rigorous assessment methods<br>2. Enhance STEAM Labs and equipment<br>3. Organize a wide range of STEAM activities | 1. STEAM curriculum and assessment rubrics documented<br>2. QEF grant application<br>3. Students records | CCO, STEAM and IS Coordinators | AA and STEAM budgets |
| | | To equip students with the latest skills and tools as well as a proper attitude towards the use of technology to enhance their learning | 1. Develop digital literacy across KLAs with a focus on nurturing students to become responsible digital citizens | 1. KLAs records and unit plans | CCO, Head of IT and Coordinator of eLearning | AA budgets |
| 2.1 | To maximize the | To increase students' | 1. Global education | 1. KLAs records and | Head of AA, SD | AA, SD, OLE |

| Item | Strategies | Action | Criteria of success | Evaluation | Action taken by | Resources required |
|------|-----------|--------|--------------------|-----------|-----------------|-------------------|
| | impact of learning and teaching (Cont'd) | global awareness and participation along with a good sense of national pride | across KLAs<br>2. Exchange and excursion programmes<br>3. Moral & civic education<br>4. Sister School Scheme | unit plans<br>2. Exchange and excursion programmes records<br><br>3. Moral & civic education records and unit plans<br><br>4. Sister School plan and records | and OLE | budgets and sister school grant |
| 2.2 | To foster positive values towards oneself and others and cultivate a compassionate attitude | To adopt a whole-school approach to cultivate compassionate attitude amongst students | 1. All teams are involved in devising and implementing strategies for cultivating students' compassion<br>2. All teachers help advocate compassion in school | 1. Team planning document and evaluation report<br><br>2. Teachers survey | All teachers | SD budget |
| | | To enrich the Guidance Program in alignment with the annual theme | 1. Infuse the elements of relationships into the Guidance Program activities<br><br>2. Teachers agree that the Guidance Program has helped students developed positive relationships with peers, teachers and parents<br><br>3. At least 2 whole-school events | 1. Evaluation of Guidance programs<br>2. Survey | Guidance Team, Moral & Civic Education Team | SD budget |
| | | To organize seminars, workshops or other activities on positive thinking and healthy lifestyles | | | | |

| Item | Strategies | Action | Criteria of success | Evaluation | Action taken by | Resources required |
|------|-----------|--------|---------------------|-----------|-----------------|--------------------|
| 2.2 | To cultivate a compassionate attitude (Cont'd) | To share with parents about parenting skills needed to foster children's positive attitudes | 1. At least 2 school-based or PTA organized talks or workshops (e.g. parenting skills, strategies for fostering children's positive attitude and behaviours.) | 1. Program evaluation<br><br>2. Focus group interview | Home-School Liaison and PTA | SD budget,<br><br>PTA |
| | | To reinforce appropriate behavior with reference to rules and positive discipline | 1. Teachers agree that they are consistently upholding rules and modeling positive discipline | 1. Teachers survey<br><br>2. Statistics of misbehavior & late homework records | Student Management and Support Team | SD budget |
| 2.3 | To foster trust and collaborative relationships with parents | To support the Class Teachers to strengthen communication with parents | 1. PD for class teachers on communicating with parents<br><br>2. Parent Education Forums to enhance communication with parents<br><br>3. Ongoing religious education and activities<br><br>4. At least 80 % of parents join PEA activities | 1. PD records<br><br>2. Survey<br><br>3. Evaluation of the activities<br><br>4. PEA Programme evaluation | Student Development Committee | SD & CEG budget |
| | | To promote positive education with a yearly theme and various programmes | | | | |
| | | To advocate Christian values (including love and appreciation) among students | | | | |
| | | To establish the Parent Education Academy and launch various programmes to promote positive relationships in families | | | | |

| Item | Strategies | Action | Criteria of success | Evaluation | Action taken by | Resources required |
|---|---|---|---|---|---|---|
| 2.4 | To unleash the potentials of our students | To enrich the leadership training programs | 1. Further strengthen a systematic leadership training program<br><br>2. At least 10% of students are involved in systematic leadership training<br><br>3. At least 80% of students joining the leadership programs has improvement in their leadership skills and attitudes | 1. Evaluation of the training program<br><br>2. Students survey<br><br>3. Focus group interview | Student Advancement Support Team | SD budget |
|  |  | To encourage participation in open competitions, events and scholarship/ award schemes related to sports, aesthetics and leadership |  |  |  |  |
| 2.5 | To equip students with the latest skills and tools as well as proper attitude in the use of technologies to enhance their learning | To further promote the use of Learning Hub in junior grades | 1. Frequent usage of Learning Hub in Grade 7 and Grade 8<br>2. Frequent usage of Google tools in junior grades<br>3. Free percentage of Chromebook in teaching and learning<br>4. Increase awareness of safe and responsible use of information technologies | 1. Minutes<br>2. Policy document<br>3. Surveys | 21$^{st}$ Century Learning Design Team, related subject panels | Budget for learning apps |
|  |  | To make fuller use of Google tools in supporting learning and facilitating collaboration |  |  |  |  |
|  |  | To explore and try out other suitable learning platforms |  |  |  |  |
|  |  | To implement "Buy Your Own Device" Chromebook in Grade 5 and Grade |  |  |  |  |
|  |  | To enhance students' understanding of digital citizenship |  |  |  |  |

**Area of Concern 3: Optimizing Learning Environment to Support Active Learning and Whole-person Development**

| Item | Strategies | Action | Criteria of success | Evaluation | Action taken by | Resources required |
|---|---|---|---|---|---|---|
| 3.1 | To optimize the classroom setting in order to facilitate interaction and collaboration | To upgrade G5-6 classrooms' IT equipment and furniture | 1. Increase in student engagement and participation | 1. Lesson observations | POC | FM budgets |
| | | To upgrade teachers' computing devices in order to allow mobility and innovative pedagogy | 1. Improved teaching efficiency and engagement | 1. Lesson observations | CCO, Panel Heads, Coordinator of eLearning | IT budgets |
| | | To refine Learning Hub, PS Bookmark | 1. Increased usage of Learning Hub and PS Bookmark | 1. Parent survey | | |
| 3.2 | To optimize the language and reading environment conducive to mastery of different languages and extensive reading | To renovate a new library for the Junior School and to acquire furniture and bookshelves | 1. Majority of students develop a good reading habit and visit the school library regularly | 1. Library loan records | CCO, Reading Team, Third Language Team | AA and library budgets |
| | | To purchase books in foreign languages | 2. Inclusion of books in foreign languages in class libraries | 2. Class library book records | | |
| | | To promote reading across KLAs and arrange reading activities | 3. All students participate in reading activities | 3. Reading plans and schemes | | |

| Item | Strategies | Action | Criteria of success | Evaluation | Action taken by | Resources required |
|------|-----------|--------|---------------------|------------|-----------------|--------------------|
| 3.3 | To cultivating a positive school culture full of love, appreciation and mutual support | To further enrich guidance & life education programmes | 1. Improved stakeholder survey results<br>2. A coherent guidance and life education programme according to student needs | 1. Stakeholder survey<br>2. Guidance and life education programmes documented | SD | SD budgets |
| 3.4 | To further promote students' participation and expertise in aesthetics and sports with a greater variety of facilities and exposure | To provide singing or musical instrument lessons in Junior School<br><br>To arrange paid courses to allow students to explore their potential | 1. Junior School students acquire skills and have greater participation in learning or performing singing or musical instruments<br>2. Increase in the number of students joining sports training | 1. Music department records<br>2. OLE records | Music Panel and OLE | AA and OLE budgets |
| 3.5 | To strengthen support for environmental education leading to a green and sustainable lifestyle | To immerse environmental education into the subject curriculum, organize activities to enhance students' knowledge and strengthen green facilities and practices<br><br>To further promote green practices in daily operation | 1. KLAs include environmental education<br>2. All students participate in environmental related activities<br>3. Majority of students develop good green practices<br><br>1. A significant reduction in energy consumption | 1. KLAs records<br>2. Activity records<br>3. Student survey | Eco Pioneer, Panel Heads | AA budgets |

**Area of Concern 4: Enhancing Teachers' Professional Competence and Cohesion**

| Item | Strategies | Action | Criteria of success | Evaluation | Action taken by | Resources required |
|---|---|---|---|---|---|---|
| 4.1 | To cultivate a culture of collaborative learning | To promote collaborative learning through PD activities | 1. Make use of the self-evaluation mechanism to help teachers understand their strengths and areas for further PD<br>2. Identify expert teachers in different areas (e.g. eLearning, coop learning, SEN, etc.) and invite them to share their pedagogies | 1. Self-evaluation forms<br>2. PD minutes and staff meeting minutes | POS, CCO | |
| | | To further review delegation of authority and responsibility of each team | 1. Every committee and task force should have a set of well-defined objectives and specific functions<br>2. Teachers are satisfied with delegation of authority | 1. Documentation<br>2. Teachers survey | AP, PSOC | Nil |
| 4.2 | To enhance career well-being, team spirit and long-term commitment | To organize a retreat for senior-middle management | 1. Teachers are satisfied with the arrangement and agree that it can reinforce and develop their strengths for school duties<br><br>2. Teachers agree that the arrangement can build a stronger sense of belonging | 1. Teachers survey | POS, Social Welfare Team | Budget for PD, teacher voluntary fund |
| | | To organize social gatherings for teachers for team building | | | | |
| | | To optimize work environment and conditions | 1. Teachers satisfied with the renovation of staff room | 1. Teachers survey | All teachers | FM budgets |
| 4.3 | To enhance recognition and appreciation of teachers' contributions | To show more recognition and appreciation through formal and informal channels | 1. 15-minute teacher sharing of good practices at each staff meeting<br>2. Each subject team has at least 2 internal sharing sessions of good practices within department | 1. Record of the sharing sessions<br>2. Minutes of subject meetings | POS, KLA Coordinators | Nil |

| Item | Strategies | Action | Criteria of success | Evaluation | Action taken by | Resources required |
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| 4.4 | To seek more PD opportunities for teachers locally and internationally and provide easier access to PD information and learning materials | To encourage teachers to attend PD events and share experience inside and outside A-School | 1. 10% PD hours record rise from 2016-2017 to 2017-2018 <br><br> 2. At least 1 overseas PD with sharing afterwards | 1. PD records <br> 2. Sharing sessions | POS | Budget for PD |
| | | To nominate teachers for local/ overseas educational conferences and study tours | | | | |
| | | To equip teachers with the latest skills and tools in the use of technology to enhance daily teaching | 1. Provide at least 4 in-house eLearning workshops for teachers <br> 2. 100% teachers pass Google Certified Educator Level 1 exam | 1. PD records <br> 2. Google exam records | Coordinator of eLearning | Budget for PD |
| | | To develop a shared Google site for PD events and learning materials | 1. Teachers contribute to the Google site | 1. Google site | Coordinator of eLearning | Nil |
| 4.5 | To increase transparency and participation in policy-making | To continue the practice of having teacher representatives in management meetings | 1. Teacher representatives are satisfied with the participation in top-level meetings, e.g. SMC <br><br> 2. 70% teachers satisfied with the practice of having teacher presentative(s) participating in management meetings, e.g. PSOC | 1. Teachers survey | Head of PS, PSOC | Nil |