

**Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School
Annual School Plan (Primary Division) 2020–2021**

Major Concern 1: Scaffolding learning and personal growth on a through-train scale

Item	Objectives	Strategies	Success criteria	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)	Equipping teachers with classroom management strategies to maintain good discipline and maximize learning time and effectiveness	<ol style="list-style-type: none"> At least 2 PD on classroom management and L&T arranged for teachers Embed classroom management and strategies in the induction programme for new teachers At least 80% teachers agree the PD are useful and apply strategies in performing their duties 	<ol style="list-style-type: none"> PD records Induction program document Surveys and students' reflection 	<ul style="list-style-type: none"> ▪ AA, SD & OLE Committees ▪ eLearning Team ▪ Subject Panel Heads ▪ SD Team Heads ▪ GE, SEN & NCS Teams ▪ Learning Support Team 	<ul style="list-style-type: none"> ▪ Budgets for PD & KLA ▪ SEN & NCS grants for manpower and resources for catering to diverse learning needs
		Devising comprehensive and ongoing support to students with diverse learning needs	<ol style="list-style-type: none"> Teachers devise a comprehensive plan at the beginning of the school year for gifted, SEN, NCS & struggling students and provide them with extra and regular learning support At least 80% of the SEN, NCS & struggling students achieve 5-10% improvement in their academic performance 	<ol style="list-style-type: none"> Plans and reports from KLA, GE, SEN & NCS teams for supporting students with diverse learning needs 		
		Optimizing the class and OLE arrangements during class suspension or half-day school days due to the epidemic	<ol style="list-style-type: none"> Subject teachers provide strategies to help SEN, NCS & struggling students develop good learning routines and habits Positive feedback on the special class and OLE arrangements from students/teachers/parents 	<ol style="list-style-type: none"> Learning records and data analysis reports Focused group interviews by APs 		
		Designing lessons with a wider range of pedagogy to cater for the diverse needs of students, develop students' self-directed learning (SDL) habits, enhance the effectiveness of group work and eLearning, and provoke students' higher-order thinking (HOT)	<ol style="list-style-type: none"> KLA apply SDL (lesson flow) and HOT (learning tasks) frameworks in lesson design which incorporate effective coop learning and eLearning elements, and preparing learning materials for at least one module/topic each term SDL/HOT a focus in peer lesson observation At least 70% of students agree they are confident in learning and able set goals 	<ol style="list-style-type: none"> KLA lesson plans and learning materials Peer lesson observation records SHS 		
		Following up on factors hindering students' learning and devise classroom strategies to promote positive learning attitude and effective learning habits	<ol style="list-style-type: none"> KLAs establish lesson routines based on SDL and HOT frameworks and 80% of Junior School students able to follow the routines At least 80% of Middle School students able to submit homework on time (achieve E/G for Responsibility) Use positive reinforcement to develop students' positive learning attitude 	<ol style="list-style-type: none"> KLA handbooks, focused group interview and teacher survey Homework records Reward scheme and records 		

Item	Objectives	Strategies	1.Success criteria	1. Evaluation	▪ Action taken by	▪ Resources required
1.2	To enrich the Middle School curriculum and programmes on a 4-year scale	Further refine the programmes, curriculum and assessment of each related subject to strengthen students' readiness for the interface	2.Committee and Subject handbooks embedded with a Middle School section outlining the measures with clear goals 3.Evaluation with further suggestions completed by both Term 1&2	2. Subject handbooks 3. Evaluation reports & meeting minutes	<ul style="list-style-type: none"> ▪ Middle School Steering Committee ▪ Third Language Department ▪ Panel Heads ▪ eLearning Team ▪ Guidance Team 	<ul style="list-style-type: none"> ▪ Budgets for ACD and SDC ▪ Budget for acquiring resources for Third Language
		Equipping students with lifelong skills by developing effective time management skills and becoming self-disciplined	1. At least 2 training sessions on developing effective time management skills by ADC 2. 1-2 talks on the importance and strategies to become a self-disciplined person by SDC 3. Explain the Responsible User Guidelines to students by eLearning Team at the beginning of the school year 4. 85% of the students able to apply the strategies learned in training sessions and talks and found themselves being a more effective learner	1.Materials for training sessions/talks 2.Pre & post surveys on time management skills, self-disciplined and using electronic device habits 3.RUG document 4.Focused group interviews, SHS, APASO		
		Catering for the diverse needs of Grade 5-6 students to face adversity and maintain positive emotion and relationships	1. Teach students to develop AQ and EQ embedded in KLAs and Guidance Programmes 2. 3-4 talks/activities aiming to develop/sustain good relationship among P/S, S/S and S/T by Guidance Team 3. 85% of the students able to maintain stable emotion, have good relationship with peers, parents and teachers and understand the importance and strategies to improve AQ and EQ 4. At least one parent seminar and one teacher PD on AQ and EQ	1.KLA & GT teacher sharing records and newsletters 2.Materials for activities/talks 3.APASO 4.PD records and surveys		
		Fine-tuning the curriculum and assessment to better align the learning outcomes among different third languages	1. Smooth coordination of third language curricula and programmes 2. C&A frameworks aligned among languages	1. Third language C&A frameworks 2. Students' assessment data		

Item	Objectives	Strategies	Success criteria	Evaluation	Action taken by	Resources required
1.3	To enhance mutual understanding and collaboration between teachers in primary and secondary divisions	Inviting SS teachers to attend subject panel meetings or committees, and vice versa and share G7 students' learning performance and attitude	<ol style="list-style-type: none"> 1. At least 1 SS representative joining the ADC/SDC/OLEC and panel heads joining respective SS subject panel meetings at least once a year 2. Arrange meeting for subject panels to understand G7 students' learning performance and attitude 	<ol style="list-style-type: none"> 1. Minutes 2. Meeting documents 	<ul style="list-style-type: none"> ▪ ADC, SDC and OLEC ▪ Panel Heads ▪ CTs and subject teachers 	<ul style="list-style-type: none"> ▪ Manpower from SS
		Inviting SS teachers to observe PS lessons, and vice versa	<ol style="list-style-type: none"> 1. Lesson feedback and suggestions collected from SS teachers 2. At least one lesson observation arranged for all KLA each term; homeroom & school team training visits 3. At least 80% PS teachers agree the lesson observation can enhance mutual understanding and collaboration 	<ol style="list-style-type: none"> 1. Evaluation reports showing actions on following up suggestions 2. Lesson observation records (Google Sheet) 		
1.4	To celebrate the school's 15th anniversary	Forming a taskforce to plan and coordinate events	<ol style="list-style-type: none"> 1. Events held as scheduled 2. Positive feedback from participants 	<ol style="list-style-type: none"> 1. Number of participants 2. Observation 	Task force, related subject panels and teams, PR & Communication Department	Budgets for various events, souvenirs and publications
		Organizing a variety of events, such as Variety Show, Open Day and Gala Dinner				
		Making souvenirs and an anniversary book				

Major Concern 2: Nurturing lifelong learners with a global perspective and a positive mind

Item	Objectives	Strategies	Success criteria	Evaluation	Action taken by	Resources required
2.1	To promote a transdisciplinary approach to teaching and learning	Reviewing PBL learning arrangement and exploring the possibility of conducting Term P with/without local/overseas excursions	<ol style="list-style-type: none"> 1. Review PBL arrangement, UBD plans and excursion learning elements 2. UBD workshop for new teachers 3. PBL learning tasks aim to strengthen students' cooperative learning (Kagan structures), research and analytical skills, require reading a wider variety of texts and present ideas which show deeper understanding of the topic 	<ol style="list-style-type: none"> 1. PBL documents 2. Workshop records 3. PBL UBD plans and learning materials 	<ul style="list-style-type: none"> ▪ CDO ▪ PBL Team ▪ Panel Heads 	<ul style="list-style-type: none"> ▪ Budgets for PBL and cross-curricula activities
	To promote a transdisciplinary approach to teaching and learning (continued)	Transforming academic weeks into 4 Cross-curricular Days (1. Reading 2. STEAM 3. Aesthetic and Physical Ed 4. Language) to further strengthen collaboration and maximize the benefits from cross-curricular learning activities nurturing students' global perspective and positive mindset	<ol style="list-style-type: none"> 1. Cross-curricular collaboration meetings initiated at the beginning of the school year 2. Cross-curricular Days documents (plan, circular, evaluation reports, etc.) 3. At least 85% of students agree the activities are meaningful and challenging; 85% teachers agree students actively engaged in learning activities 	<ol style="list-style-type: none"> 1. Minutes 2. Documents 3. Surveys 		
2.2	To develop a comprehensive curriculum with a wide range of learning opportunities and challenges for STEAM education	Collaborating with IS & Math Teams to enrich STEAM learning tasks to develop students' scientific investigation habits and mind	<ol style="list-style-type: none"> 1. Junior School STEAM framework and learning tasks refined 2. Review STEAM learning packs completed by Term 1 	<ol style="list-style-type: none"> 1. Framework and learning tasks 2. Minutes 	<ul style="list-style-type: none"> ▪ AP (AA) ▪ CCO ▪ STEAM, IS, Math and VA Panel Heads and teachers 	<ul style="list-style-type: none"> ▪ Budget for STEAM ▪ Budget and manpower from QEF projects
		Educating students to present ideas logically with precise STEAM language by stating their findings from experiment, science facts and math calculations	<ol style="list-style-type: none"> 1. Lesson plans and learning packs refined with clear guidelines/sample sentences for presentation 2. At least 85% of students can follow the guidelines in writing the conclusion 	<ol style="list-style-type: none"> 1. Lesson plans and learning packs 2. Student work and videos submitted 		
		Supporting STEAM teachers to acquire PD training opportunities in order to understand the latest trend and development in STEAM Ed	<ol style="list-style-type: none"> 1. All STEAM teachers attend at least 5 hours of PD training 	<ol style="list-style-type: none"> 1. PD records 		
		Following up with the implementation of QEF	<ol style="list-style-type: none"> 1. Completed the activities stated in the QEF proposals 	<ol style="list-style-type: none"> 1. QEF documents 2. STEAM 		

Item	Objectives	Strategies	Success criteria	Evaluation	Action taken by	Resources required		
		projects for Junior and Middle Schools	2. Robotic System education (Middle School) established	documents				
2.3	To equip students with the latest skills and tools as well as proper attitude in the use of technologies to enhance their learning	Rolling out 1:2 iPad in G1-2 and 1:2 Chromebook in G3-4 classrooms to support learning	1. Proper device mgt plan 2. KLA and OLE use devices for meaningful classroom activities 3. At least 90% of students able to handle devices properly	1. Device mgt plan 2. KLA documents; peer lesson observation 3. Device maintenance records	<ul style="list-style-type: none"> ▪ eLearn Team ▪ Panel Heads ▪ All teachers 	<ul style="list-style-type: none"> ▪ Budgets for subjects to acquire apps ▪ AA budget 		
	To equip students with the latest skills and tools as well as proper attitude in the use of technologies to enhance their learning (continued)	Educating students the importance of digital citizenship in using mobile devices, online resources and social platforms by continuing on the Common Sense curriculum in G1-6 through Life Education and across KLA	1. PD for new teachers in implementing Common Sense Curriculum 2. Learning booklets prepared and 90% student completion 3. 85% of students understand the importance of DC and able to apply skills learned	1. PD records 2. Booklets, student work 3. Pre & post tests			<ul style="list-style-type: none"> ▪ eLearn Team ▪ Panel Heads ▪ All teachers 	<ul style="list-style-type: none"> ▪ Budgets for subjects to acquire apps ▪ AA budget
		Implementing the eLearning framework in KLA and stressing on proper attitude	1. KLA follow the subject-based framework	1. Peer lesson observation; subject documents				
2.4	To increase students' global awareness and participation along with a good sense of national pride	Reviewing the moral and civic education framework and refining programmes by strengthening the coherence of related learning activities and sister school plan	1. M&C education framework reviewed, activities refined and implemented according to plans 2. Staying connected with sister schools	1. M&C evaluation report and framework 2. Sister School plan and report	<ul style="list-style-type: none"> ▪ M&C Ed Team ▪ Global Citizenship Team ▪ Third Language Team ▪ OLEC ▪ Reading Team ▪ Chinese Panel Heads 	<ul style="list-style-type: none"> ▪ Budgets for liaison with mainland/overseas schools and various excursions and exchange programmes ▪ AA Budget ▪ Reading Grant 		
		Arranging OLE courses, reading and learning activities to increase students' awareness of the country's development and Chinese culture	1. OLE courses, reading and learning activities arranged 2. 85% of students aware of the country's development and appreciate the Chinese culture	1. OLE & Chinese subject documents 2. Reading activities plans and materials 3. APASO				
		Planning overseas excursions for Middle School students to practise their third languages	1. Overseas schools lined up for excursions/exchange programmes	1. Excursions/Exchange programmes documents				
2.5	To foster positive values towards oneself and others in order to lead an active and healthy lifestyle	Promoting positive thinking and healthy lifestyle by organizing activities and talks	1. Embedded into Life Ed programme, OLE and PE plans 2. At least 2 activities/talks each term arranged 3. 85% of students lead a healthy lifestyle 4. All students completed SLC; at least 80% of students, parents and teachers agree SLC	1. Life Ed and PE plans and evaluation reports 2. Activities/Talks records 3. PE data	<ul style="list-style-type: none"> ▪ Guidance Team ▪ All teachers ▪ PE Team ▪ Panel Heads ▪ SMS Team ▪ SAS Team 	<ul style="list-style-type: none"> ▪ Budgets for ADC, OLEC, ADC and respective team heads 		

Item	Objectives	Strategies	Success criteria	Evaluation	Action taken by	Resources required
	To foster positive values towards oneself and others in order to lead an active and healthy lifestyle (continued)		foster students' positive values towards themselves and their peers	4.Surveys	<ul style="list-style-type: none"> ▪ Academic Support Team 	<ul style="list-style-type: none"> ▪ Budgets for ADC, OLEC, ADC and respective team heads
Strengthening students' sense of happiness by providing opportunities for students to practise appreciation, and using whole school preventive approach and providing strategies to enhance their problem solving and conflict resolution skills		<ol style="list-style-type: none"> 1. At least 2 Grade sharings arranged 2. KLA reinforce students to appreciate their own or peers' work 3. At least 1 PD for new teachers and parents on foster positive values towards oneself and others 4. Learning materials on problem solving and conflict resolution developed; 85% of students got G or above in these Problem Solving and Respect for Other 	<ol style="list-style-type: none"> 1. Materials prepared by SMS Team 2. Learning materials include self/peer evaluation 3. PD records 4. Learning materials prepared by SMS Team; report card & SHS data 	<ul style="list-style-type: none"> ▪ Guidance Team ▪ All teachers ▪ PE Team ▪ Panel Heads ▪ SMS Team ▪ SAS Team ▪ Academic Support Team 		
Enhancing a serious learning attitude in students (paying attention in lessons, handing in good quality assignments, completing homework on time) and using reward scheme effectively to encourage good attitude		<ol style="list-style-type: none"> 1. At least 85% of teachers and parents agree that students demonstrate good learning attitude 2. Follow-up on late homework and struggling students 3. Implement reward scheme plan 	<ol style="list-style-type: none"> 1. Lesson observation and assignment inspection; SHS/APASO 2. Academic Support Team and SMS Team plans and records 3. Reward scheme records 			
Creating more channels for school management to collect opinions from parents and students and give timely feedback		<ol style="list-style-type: none"> 1. At least 80% of parents return the monthly learning evaluation form 2. At least one lunch gathering arranged by SAS for student representatives from different school teams to meet with Head of Primary Division and APs 	<ol style="list-style-type: none"> 1. Evaluation records 2. Meeting records 			

Major Concern 3: Optimizing learning environment to support active learning and whole-person development

Item	Objectives	Strategies	Success criteria	Evaluation	Action taken by	Resources required
3.1	To redesign the classroom environment to facilitate interaction and collaboration	Enhancing teachers' skills to conduct lessons effectively in the newly renovated 21 st Century Classroom, Grade 1 Learning Hub and Science Lab aiming to facilitate t-s and s-s interaction and collaboration	1. At least 80% of teachers are confident to conduct lessons in 21 st CC/LH/SL 2. At least 80% of teachers join at least 2 PD arranged by CCO/eLearning Team	1. Surveys 2. PD records	<ul style="list-style-type: none"> ▪ CCO ▪ eLearning Team ▪ Panel Heads 	<ul style="list-style-type: none"> ▪ Budgets for eLearning activities
3.2	To optimize the language and reading environments conducive to good mastery of different languages and extensive reading	Encouraging students to participate actively in the reading scheme supported by HK EdCity	1. 80% of students participated in the scheme 2. Programme promoted, bi-monthly reading newsletter	1. Surveys 2. Reading programme evaluation; number of newsletters issued	<ul style="list-style-type: none"> ▪ Teacher Librarian ▪ Library Assistant ▪ Reading Team ▪ Third Language teachers ▪ All teachers 	<ul style="list-style-type: none"> ▪ Budgets for reading and third language activities ▪ CEG for hiring the library assistant
		Implementing the language scheme and activities to promote use of English/PTH	1. Language scheme rolled out at the beginning of the school year and consistently implement throughout the whole school year 2. 80% of students are confident to speak in both languages	1. Language scheme evaluation report 2. Show&Tell records		
		Reviewing the usage of online e-reading platforms and promoting and book sharing through Blogger	1. 80% of students spend at least 30 minutes on both Chinese and English reading platforms every week 2. Online book sharing platform established; 80% of students and 50% of teachers visited the platform	1. Online platform records 2. Survey		
		Subscribing e-platforms for students to practice their third languages	1. At least 1 e-platform purchased for each third language	1. Online platform records		
3.3	To cultivate a positive school culture full of love, appreciation and mutual support	Giving teachers more time and resources to organize class culture building activities to promote positive relationship by reducing the number of announcements and arranging monthly grade CT meeting	1. At least 1 class culture building activity is arranged each term 2. At least 80% of students agree they have a close relationship with their teachers	1. Activity and meeting records 2. SHS & APASO	<ul style="list-style-type: none"> ▪ Class teachers ▪ Panel Heads ▪ Home-school Affairs ▪ Guidance Team ▪ VA Team ▪ Christian Development Team ▪ Grade Heads 	<ul style="list-style-type: none"> ▪ ADC and SDC budget for the activities
		Embedding positive education in KLA by defining the school-based positive education model and implementation and	1. School school-based positive education model and implementation strategies drafted in AA&SD Handbooks	1. SD Handbook 2. PD site 3. Survey		

Item	Objectives	Strategies	Success criteria	Evaluation	Action taken by	Resources required
	To cultivate a positive school culture full of love, appreciation and mutual support (continued)	providing PD activities for new teachers and learning materials to enhance teachers' understanding of positive education	<ol style="list-style-type: none"> Learning material posted and regularly updated on A-Professional Learning Community PD site At least 80% of parents, teachers and students agree SLC is a good way to show mutual support, appreciation and love 		<ul style="list-style-type: none"> Class teachers Panel Heads Home-school Affairs Guidance Team VA Team Christian Development Team Grade Heads 	<ul style="list-style-type: none"> ADC and SDC budget for the activities
		Organizing courses and activities through the Parent Education Academy to promote positive relationship and emotion	<ol style="list-style-type: none"> At least 80% of parents agree that the courses and activities provided them with useful strategies 	<ol style="list-style-type: none"> Records of participation in parent education programmes 		
		Providing more chances for teachers and parents to communicate with each other to support students' learning and personal growth	<ol style="list-style-type: none"> At least 1 sunshine call from Class Teachers to discuss about students' learning progress, social-emotional issues before term-end assessments At least 80% of teachers agree that the different channels provided by the school facilitated communication through phone conversation or messages 	<ol style="list-style-type: none"> Sunshine call records Survey 		
		Providing opportunities for students to learn about Character Strengths through different activities and recognize their strengths and develop a growth mindset to build on strengths	<ol style="list-style-type: none"> At least 2 grade level activities arranged each term 80% of students recognize their character strengths and understand the importance of having a growth mindset KLA encourage students to reflect and set SMART goals 	<ol style="list-style-type: none"> Activity learning materials, records and evaluation Survey KLA learning materials 		
		Mural wall painting to strengthen sense of belonging of the school community	<ol style="list-style-type: none"> At least 1 mural wall painting arranged for students design a meaningful mural 	<ol style="list-style-type: none"> Activity records 		
		Building the positive school culture through Christianity development	<ol style="list-style-type: none"> Connect with City One Baptist Church in arranging fellowship activities Weekly prayer by students from BB/CD Team and bible story 	<ol style="list-style-type: none"> Meeting records Activity records 		
3.4	To further promote students' participation and expertise in aesthetics and sports with a greater variety of facilities and exposure	Providing students with opportunities to participate in different aesthetic and sports programme during OLE periods	<ol style="list-style-type: none"> Each student participated in at least 1 sport and 1 aesthetic OLE activities 	<ol style="list-style-type: none"> OLE records 	<ul style="list-style-type: none"> OLEC Music, VA & PE Teams SDC 	<ul style="list-style-type: none"> Related team budgets
		Promoting fitness programmes for students to	<ol style="list-style-type: none"> Fitness programme booklet implemented At least 70% of students engaged in physical exercises regularly 	<ol style="list-style-type: none"> Booklet Survey 		

Item	Objectives	Strategies	Success criteria	Evaluation	Action taken by	Resources required
		engage in regular physical exercises				
		Enriching the A-Moment site for sharing and appreciation of artwork and music performance to develop students' life-long interest in arts and exploring opportunities to showcase students' aesthetic talents in order to cultivate positive values and attitudes	<ol style="list-style-type: none"> 1. A-Gallery and A-Musician updated at least once every term 2. Students leave appreciation messages 3. Arrange at least 1 activity for students to sharing artwork or give performances 	<ol style="list-style-type: none"> 1. A-Moment site 2. Appreciation records 3. Activity records 		
3.5	To strengthen support to environmental education leading to a green and sustainable lifestyle	Establishing a coherent programme which include whole school learning activities to develop an environmental awareness on water and energy saving	<ol style="list-style-type: none"> 1. Programme plan drafted 2. At least 2 whole school activities arranged 3. At least 80% of students agree they aware of the issues 	<ol style="list-style-type: none"> 1. Documents and learning materials 2. Records of activities and participation 3. Survey by IS Team 	<ul style="list-style-type: none"> • Green Team • IS teachers • Eco Pioneers • CCO • OLEC 	<ul style="list-style-type: none"> • AA budget • SD budget • OLE budget
	Visiting the Endangered Species Museum and organizing related learning activities to promote wildlife conservation	<ol style="list-style-type: none"> 1. Arrange a visit to the museum 2. At least 80% of students agree they understand the importance of wildlife conservation through IS lessons 	<ol style="list-style-type: none"> 1. Visit records 2. Learning materials prepared by IS Team 			

Major Concern 4: Enhancing teachers' professional competence and cohesion

Item	Objectives	Strategies	Success criteria	Evaluation	Action taken by	Resources required
4.1	To equip teachers with the necessary skills and tools in the use of technologies and evaluation data to enhance teaching and learning	Supporting teachers to attain Google Certified Educator Level 1&2	1. At least 2 training sessions provided for teachers 2. 100% new teachers attained Google Ed Level 1 3. 100% Panel Heads attained Google Ed Level 2	1. Training records 2. Certification records 3. Certification records	<ul style="list-style-type: none"> ▪ Committee and Team Heads ▪ Panel Heads ▪ Data Analysis Team ▪ eLearning Team 	▪ Budgets for PD
		Training teachers to understand and do basic statistical analysis in order to better comprehend students' learning performance	1. At least 2 training sessions provided for teachers 2. KLA review students' performance after each topic / module / unit 3. Panel Heads able to do basic statistical analysis of students' performance across grades and different academic years	1. Training records 2. Subject evaluation reports 3. Subject data analysis reports		
		Further enhancing the effectiveness of use of the P-I-E cycle in yearly planning and evaluation by subject panels, committees and team heads	1. Expected learning outcomes and targets achieved must address and outline in plans and reports 2. At least 1 workshop for teachers to understand P-I-E and know how to write plans and reports	1. Plans & evaluation reports 2. Workshop records		
4.2	To promote collaborative learning through lesson study and learning circles	Implementing video-based lesson study to facilitate professional sharing among Panels	1. 100% of Panel Heads video recorded their lessons 2. Videos shared during QCM	1. Videos shared via PD site 2. QCM records	<ul style="list-style-type: none"> ▪ AP (AA) ▪ CCO ▪ Panel Heads 	▪ Budgets for PD
		Participating in EDB training programmes	1. 60 PD hours per teacher 2. Follow EDB PD training requirements for teachers	1. PD records 2. PD plan and reports		
		Enhancing PD site for sharing PD materials, reviewing school activities and events	1. Committee/Team/Panel Heads update the PD site regularly 2. 80% of teachers find the PD site useful	1. PD site 2. Survey		
4.3	To extend learning beyond physical and geographical boundaries	Equipping teachers with a wider range of pedagogy through the online self-learning platform	1. 90% of teachers complete at least one course from the online platform	1. Teacher reflection records	<ul style="list-style-type: none"> ▪ AP (AA&SD) and related committee/team heads 	▪ Budgets for PD
		Encouraging teachers to join webinars and online courses	1. At least 70% of teachers joined online PD programmes	1. PD records		

Item	Objectives	Strategies	Success criteria	Evaluation	Action taken by	Resources required
4.4	To enhance career well-being, team spirit and long-term commitment	Optimizing the working conditions with better facilities and a more comfortable environment	1. Positive feedback from teachers on new workstations 2. 80% of teachers agree that the work conditions facilitate collaboration and team spirit 3. Bi-monthly celebrations arranged by Staff Welfare Team	1. Meeting records 2. Survey 3. Staff Welfare Team records	▪ HP, APs and Staff Welfare Team	▪ Budgets for team building programmes and PD ▪ Budget for enhancing working conditions
		Organizing regular activities for teachers to build relationship	3. Bi-monthly celebrations arranged by Staff Welfare Team			
		Reviewing the procedures for staff promotion	1. Positive feedback on school's transparency from a majority of teachers	1. Survey		
		Enhancing transparency of the school's decision-making process				
		Freeing up more time for teachers to reflect on their work and professional development	1. Positive feedback on ACT arrangement in Middle School to free up time for Panel Heads to attend admin matters 2. Positive feedback on Thursday meeting schedule to facilitate professional exchange and team building (Panel, Grade Head, PD, Staff Meeting) 3. Admin work shared by SA and Office Staff	1. Meeting records 2. Meeting records 3. SA and Office Staff job records		