

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

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

Item	Strategies	Action	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)	To increase the alignment of timetables between primary and secondary divisions	<ol style="list-style-type: none"> <li>1. More common periods available in timetables</li> <li>2. At least 1 PS representative joining the ADC/SDC/OLEC meetings regularly</li> <li>3. C&amp;A frameworks ready at the beginning of the school year</li> <li>4. At least 1 joint-division learning activity held by each subject panel during the year</li> </ol>	<ol style="list-style-type: none"> <li>1. Minutes</li> <li>2. C&amp;A frameworks</li> <li>3. Surveys</li> </ol>	Timetabling Team, Academic Development Committee (ADC), Student Development Committee (SDC), OLE Committee (OLEC), related subject panels	Budgets for joint-division learning activities for students
To include representatives from the primary division in key committees of the secondary division						
To map out a comprehensive curriculum and assessment framework for each key learning stage, indicating the coherence and continuity from one stage to another						
To close any gaps in the policies and practices of student management						
To organize joint-division learning activities for students						
1.2	To enrich the Middle School curriculum and programmes on a 4-year scale	To redesign the campus/classroom environment for the Middle School to facilitate e-learning and classroom interaction	<ol style="list-style-type: none"> <li>1. Layouts of the new campus/classroom environment for G7 &amp; G8 ready by the end of Term 1</li> <li>2. Smooth coordination of third language curricula and programmes</li> <li>3. Revision of C&amp;A framework completed by the end of Term 1</li> <li>4. Positive feedback on students' personal growth and soft skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Layouts</li> <li>2. Minutes</li> <li>3. C&amp;A frameworks</li> <li>4. Surveys</li> </ol>	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 set up a Modern Languages Department to coordinate the curricula and programmes of third languages						
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						
To reinforce support to students' physical, mental and moral developments at this stage						

		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	<p>To enable more teachers from the primary division to teach in the secondary division, and vice versa</p> <p>To invite teachers from the primary division to attend panel meetings or QCMs of the same subject</p> <p>To conduct lesson observation between divisions regularly</p> <p>To share policy documents and teaching resources between divisions of the same subject</p> <p>To organize joint-division PD activities for teachers</p>	<p>1. At least 4 subjects involved in cross-division teaching</p> <p>2. Regular attendance by PS teachers in SS panel meetings</p> <p>3. Lesson observation held in PS at least once per school term</p> <p>4. At least 2 joint-division PD activities held during the year</p>	<p>1. Minutes</p> <p>2. Lesson observation records</p> <p>3. Surveys</p>	Related subject panels, Professional Development (PD) Team	Budget for PD activities for teachers

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

Item	Strategies	Action	Success criteria	Evaluation	Action taken by	Resources required
2.1	To promote a transdisciplinary approach to teaching and learning	<p>To enhance teachers' understanding of phenomenon-based learning</p> <p>To have a tryout of phenomenon-based learning in classroom teaching or assignments in certain subjects</p> <p>To refine the implementation of project-based learning</p> <p>To refine the implementation of STEAM education</p> <p>To strengthen cross-curricular collaboration in classroom teaching, learning activities or assignments</p>	<ol style="list-style-type: none"> <li>At least 1 PD event on phenomenon-based learning held during the year</li> <li>At least 1 tryout of phenomenon-based learning per core subject in junior grades during the year</li> <li>Review of PBL completed by the end of Term 1</li> <li>Review of STEAM education completed by the end of Term 1</li> <li>Cross-curricular collaboration initiated at least once by each subject in junior grades during the year</li> </ol>	<ol style="list-style-type: none"> <li>Surveys</li> <li>Minutes</li> <li>Schemes of work</li> </ol>	PD Team, related subject panels, PBL Team, STEAM Education Team	Budgets for PD event, PBL, STEAM education activities, and cross-curricular activities
2.2	To develop a comprehensive curriculum with a wide range of learning opportunities and challenges for STEAM education	<p>To develop a comprehensive school-based curriculum for STEAM education in junior grades</p> <p>To further upgrade facilities and equipment in the STEAM Lab</p> <p>To promote fuller use of the STEAM Lab</p> <p>To encourage participation in STEAM competitions</p>	<ol style="list-style-type: none"> <li>STEAM education embedded in the curricula of related subjects</li> <li>A significant increase in usage of the STEAM Lab</li> <li>Awards won in STEAM competitions</li> </ol>	<ol style="list-style-type: none"> <li>Schemes of work</li> <li>Usage record</li> <li>Records of participation and awards in competitions</li> </ol>	STEAM Education Team, related subject panels	Budgets for new facilities and equipment in the STEAM Lab; learning materials required for STEAM projects
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	<p>To further promote the use of Learning Hub in junior grades</p> <p>To make fuller use of Google tools in supporting learning and facilitating collaboration</p> <p>To explore and try out other suitable learning platforms</p> <p>To prepare teachers and students for the "Buy Your Own Device" policy in</p>	<ol style="list-style-type: none"> <li>Frequent usage of Learning Hub in G7 and G8</li> <li>Frequent usage of Google tools in junior grades</li> <li>BYOD policy ready by the end of Term 2</li> <li>Increased awareness of safe and responsible use of information technologies</li> </ol>	<ol style="list-style-type: none"> <li>Minutes</li> <li>Policy document</li> <li>Surveys</li> </ol>	21 <sup>st</sup> Century Learning Design Team, related subject panels	Budget for learning apps

		Grade 7 of the next school year				
		To enhance students' understanding of digital citizenship				
2.4	To increase students' global awareness and participation along with a good sense of national pride	To increase students' concern for national and global issues	1. Increased awareness of global issues with a good sense of national pride	1. Teams' evaluation reports	SDC, Centre for Global Exchange and Learning, Global Citizenship Team, Moral and Civic Development Team, related subject panels	Budgets for liaison with mainland/overseas schools; various excursions and exchange programmes
		To strengthen cross-curricular collaboration in excursions and exchange programmes	2. Positive feedback on excursions and exchange programmes	2. Surveys		
		To link up with more partner schools in the mainland and other parts of the world	3. Over 90% of junior grade students joining at least 1 mainland/overseas excursion or exchange programme	3. Records of participation in excursions/exchange programmes		
		To encourage active participation in excursions, exchange programmes and being host families				
2.5	To foster positive values towards oneself and others in order to lead an active and healthy lifestyle	To organize seminars, workshops or other activities on positive thinking and healthy lifestyles	1. At least 2 whole-school events held during the year to promote positive thinking/healthy lifestyles	1. Teams' evaluation reports	OLEC, Student Management and Support Team, MCD Team, Guidance Team, PE Team, Service and Leadership Teams	Budgets for seminars, workshops and other activities
		To help students build positive relationships with others through mentor time, MCE lessons, guidance programmes and Student Union/Chamber activities	2. Positive feedback on various relationships	2. Surveys		
		To refine the service learning programmes in both junior and senior grades so as to enhance students' empathy and compassion towards others	3. At least 2 whole-school activities held by Chambers/Student Union during the year	3. Records of participation in related programmes		
			4. Over 70% of G7 – G10 students joining at least 1 service learning programme			

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

Item	Strategies	Action	Success criteria	Evaluation	Action taken by	Resources required
3.1	To redesign the classroom environment to facilitate interaction and collaboration	To construct 21 <sup>st</sup> Century Classrooms for Grade 7 and Grade 8 with more flexible furniture and mobile devices	<ol style="list-style-type: none"> <li>Layouts of the classrooms ready in the middle of Term 2</li> <li>All teachers' laptops replaced by tablets by the end of Term 1</li> <li>Review of Learning Hub completed by the end of Term 1</li> </ol>	<ol style="list-style-type: none"> <li>Layouts</li> <li>Minutes</li> </ol>	21 <sup>st</sup> Century Learning Design Team, related subject panels, IT Department	Budget for new furniture and mobile devices
		To promote mobile teaching/learning in the classroom				
		To enrich the design and functions of Learning Hub				
3.2	To optimize the language and reading environments conducive to good mastery of different languages and extensive reading	To further promote the use of English and other modern languages	<ol style="list-style-type: none"> <li>Positive feedback on the use of different languages around the campus</li> <li>Renovation of the library completed by the end of the school year</li> <li>Bi-monthly issue of a reading newsletter</li> <li>Positive feedback on reading periods</li> <li>Active borrowing of e-books</li> </ol>	<ol style="list-style-type: none"> <li>Surveys</li> <li>Number of newsletters issued</li> <li>E-book loan records</li> </ol>	Modern Languages Department, Library Affairs and Reading Team	Budgets for language activities; new furniture or renovation of the library/Learning Commons; subscription to e-books
		To optimize the reading environments of the library and Learning Commons				
		To disseminate reading news and book recommendations regularly				
		To enrich the learning experience in reading periods				
		To launch e-book platforms and promote e-reading				
3.3	To cultivate a positive school culture full of love, appreciation and mutual support	To promote positive education with a yearly theme and various programmes	<ol style="list-style-type: none"> <li>A yearly theme with a comprehensive programme plan ready at the beginning of the school year</li> <li>Positive feedback on Christian atmosphere</li> <li>Positive feedback on the programmes held by Parent Education Academy</li> <li>School Museum completed by the end of the school year</li> <li>Over 50% of G11 students showing an</li> </ol>	<ol style="list-style-type: none"> <li>Teams' evaluation reports</li> <li>Surveys</li> <li>Records of participation in parent education programmes</li> <li>Record of participation in mentorship scheme</li> </ol>	SDC, Christianity Development Team, Home-school Liaison Team, Alumni Affairs Team, working committee for School Museum	Budgets for various programmes and activities; manpower from City One Baptist Church; furniture and other resources for School Museum
		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				
		To establish the School Museum to help everyone recall cornerstones of school history and also reinforce				

		<p>their sense of belonging to the school community</p> <p>To explore the feasibility of developing a mentorship scheme with our Alumni Association to strengthen mental and further study support to senior grade students</p>	intention to join the mentorship scheme			
3.4	To further promote students' participation and expertise in aesthetics and sports with a greater variety of facilities and exposure	<p>To encourage participation in open competitions, events and scholarship/award schemes related to sports, aesthetics and leadership</p> <p>To launch fitness programmes for students with different needs and competencies</p> <p>To strengthen academic and other aspects of support to sports elites</p> <p>To upgrade facilities and equipment for sports and performing arts</p>	<ol style="list-style-type: none"> <li>Higher participation in open competitions, events and schemes with satisfactory results obtained</li> <li>Positive feedback on fitness programmes</li> <li>Over 90% of junior grade students joining at least 1 aesthetic/sports activity</li> </ol>	<ol style="list-style-type: none"> <li>Records of participation and awards in related competitions, events and activities</li> <li>Teams' evaluation reports</li> <li>Surveys</li> </ol>	OLEC, ADC, PE Team, VA Team, Music Team, Service and Leadership Teams	Budgets for various programmes and activities; upgrading aesthetics/sports facilities and equipment
3.5	To strengthen support to environmental education leading to a green and sustainable lifestyle	<p>To embed environmental education in the curricula of related subjects</p> <p>To upgrade facilities for energy saving and greening</p> <p>To further promote green practices in daily operation</p> <p>To encourage participation in environmental events and competitions</p>	<ol style="list-style-type: none"> <li>At least 10% of lesson time spent by related subjects on environmental education in junior grades</li> <li>A significant reduction in energy consumption</li> <li>Awards won in related competitions</li> </ol>	<ol style="list-style-type: none"> <li>Schemes of work</li> <li>Energy consumption record</li> <li>Records of participation and awards in related events or competitions</li> </ol>	Green School Unit, related subject panels	Budgets for energy saving facilities and greenery; teaching resources and learning activities for environmental education

**Major Concern 4: Enhancing teachers' professional competence and cohesion**

Item	Strategies	Action	Success criteria	Evaluation	Action taken by	Resources required
4.1	To equip teachers with the latest skills and tools in the use of technologies to enhance daily teaching	To gain Google certification for educators by all teachers	<ol style="list-style-type: none"> <li>All teachers gaining the certification by the end of Term 1</li> <li>At least two workshops or sharing sessions held per school term</li> <li>Active connection with educators through Google or other channels</li> </ol>	<ol style="list-style-type: none"> <li>Certificates</li> <li>Surveys</li> </ol>	All teachers, 21 <sup>st</sup> Century Learning Design Team	Budgets for exam fees and workshops
		To organize workshops on technology in pedagogy				
		To encourage professional sharing with educators from other schools				
4.2	To promote collaborative learning through lesson study	To refine the performance evaluation rubrics for lesson observation	<ol style="list-style-type: none"> <li>New rubrics ready by October</li> <li>Video-based lesson study conducted at least once by each subject panel during the year</li> <li>Positive feedback on professional training in assessment literacy</li> </ol>	<ol style="list-style-type: none"> <li>Lesson observation rubrics</li> <li>Lesson study records</li> <li>Survey</li> </ol>	Quality Assurance and Development Team, all subject panels	Equipment for video-recording lessons
		To explore and try out video-based lesson study				
		To enhance teachers' understanding of assessment literacy				
4.3	To extend learning beyond physical and geographical boundaries	To develop an e-platform for disseminating PD news and materials	<ol style="list-style-type: none"> <li>E-platform ready for use by the end of Term 1</li> <li>Participation in at least 2 overseas PD events during the year</li> <li>Details of the teacher exchange programme ready by the end of Term 1</li> </ol>	<ol style="list-style-type: none"> <li>Sharing after each overseas PD event</li> <li>Surveys</li> </ol>	PD Team, IT Department	Budgets for participation in overseas PD events and the teacher exchange programme (if feasible)
		To encourage participation in overseas PD events				
		To explore the feasibility of developing a teacher exchange programme				
4.4	To enhance career well-being, team spirit and long-term commitment	To further enhance staff benefits and working conditions	<ol style="list-style-type: none"> <li>Positive feedback on staff benefits and working conditions</li> <li>Restructuring of the Staff Welfare Team completed at the beginning of the school year</li> <li>Recreational activities held at least once per school term</li> <li>Team building programme held by the end of Term 2</li> </ol>	Surveys	PD Team, Staff Welfare Team	Budgets for enhancing staff benefits and working conditions; recreational activities; team building programme
		To restructure the Staff Welfare Team for a wider representation from each KLA				
		To organize recreational activities for all staff regularly				
		To organize a team building programme for school management				