



Hong Kong Baptist University Affiliated School
Wong Kam Fai Secondary and Primary School

Annual School Plan
(Primary Division)
2024/25

School Vision and Mission

Our Mission is to provide quality education based on Christian heritage and concern for others. Students can explore their potential in an environment where East meets West, giving them the best of both cultures. We mentor our students, fostering their personal growth to encourage initiative, positive attitudes, individuality and creativity and provide a basis for lifelong learning.

We cater to whole person development, providing a safe learning environment for students, empowering them to be spiritually mature, wise and informed, artistic, physically strong, creative and civic-minded. Whilst broadening their horizons with an emphasis on developing their world knowledge, focus is also put on developing the 3-Ls (i.e. literacy in English, Chinese and Information Technology). Students will become global citizens with national pride in their heart.

School Motto

Passionate to Learn, with Confidence

Determined to Succeed, with Vision

Mission Declaration

Caters to the whole person.

We put students' needs first at all times.

We empower students to be spiritually mature, wise and informed, artistic, physically strong, and creative whilst building good ties with the community.

Students will become global citizens with national pride in their hearts.

Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School

Annual School Plan (Primary Division) 2024/25

Major Concerns

1. Leveraging on Digital Technology at All Levels of the School
2. Promoting Student Wellbeing and National Pride through Character-Building Initiatives
3. Creating Sustainable and Flexible Learning and Teaching Environments

1. Major Concern: Leveraging on Digital Technology at All Levels of the School

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
1.1. Implement a comprehensive technology integration plan across the curriculum, from junior to high school	<ul style="list-style-type: none"> Integrate digital literacy and computational thinking skills into the curriculum 	<ul style="list-style-type: none"> At least 70% of subjects in the junior and middle school curriculum have integrated technology-enabled learning activities and resources. 	<ul style="list-style-type: none"> SHS School-based survey Focus-group interview Teacher observation Examples of students' work/learning portfolio 	Whole Year	AP AVP(CDO)	Budget for purchasing hardware and software
	<ul style="list-style-type: none"> Incorporate interactive and multimedia technologies across all subject areas to enhance student engagement and learning 	<ul style="list-style-type: none"> At least 70% of teachers report increased confidence and competence in designing and delivering technology-integrated lessons. At least 70% of students expressed satisfaction with the school's technology integration efforts and the learning experiences. 		Whole Year	AP AVP(CDO)	Budget for purchasing hardware and software
	<ul style="list-style-type: none"> Encourage project-based, collaborative, and personalized learning opportunities that leverage digital tools and resources 	<ul style="list-style-type: none"> Students demonstrate increased engagement, participation, and learning outcomes in technology-integrated lessons. 		Whole Year	AP AVP(CDO) Head of PBL	Budget for purchasing hardware and software
1.2. Invest in robust infrastructure, including	<ul style="list-style-type: none"> Upgrade the school's IT infrastructure, including network bandwidth, Wi-Fi coverage and server 	<ul style="list-style-type: none"> At least 70% of students, teachers, and administrative staff report satisfaction with the school's 	<ul style="list-style-type: none"> School-based survey 	Whole Year	IT Team ITA Team e-Learning Team	Budget for upgrading

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upgrading/ enhancing <ul style="list-style-type: none"> ■ modern devices ■ high-speed internet ■ cloud-based learning platforms ■ school administration 	capacity	technology infrastructure and its ability to support teaching, learning, and administrative processes.							
	<ul style="list-style-type: none"> • Integrate digital tools and automation into school administration, such as attendance tracking, communication, and data management 						Whole Year	ITA Team	Budget for purchasing hardware and software
	<ul style="list-style-type: none"> • Develop a sustainable technology maintenance and replacement plan to ensure the continuous availability of up-to-date devices and software 						Whole Year	ITA Team e-Learning Team	Nil
	<ul style="list-style-type: none"> • Explore green and energy-efficient solutions to fit for the school's needs 			Whole Year	Green Team	Budget for purchasing hardware and software			
1.3. Provide extensive professional	<ul style="list-style-type: none"> • Offer training sessions and workshops on the 	<ul style="list-style-type: none"> • At least 70% of teachers have effectively implemented student- 	SHS School-based	Whole Year	ITA Team e-Learning	Budget for workshop			

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development for teachers to effectively integrate technology into their teaching practices	effective use of educational technologies	centered, technology-enabled learning activities that promote critical thinking, collaboration, and personalized learning.	survey Focus-group interview Teacher observation	Whole Year	Team PD Team	Budget for PD
	<ul style="list-style-type: none"> Collaborate with external experts, educational technology providers, and the EDB to access the latest training resources 	<ul style="list-style-type: none"> Students demonstrate increased engagement, motivation, and learning outcomes in technology-integrated lessons. At least 70% of teachers express satisfaction with the school's efforts to support them in integrating technology into their teaching practices. 			ITA Team e-Learning Team PD Team	
	<ul style="list-style-type: none"> Provide professional development opportunities for teachers to stay informed about emerging educational technologies and their applications in the classroom 				ITA Team e-Learning Team PD Team	
1.4. Explore innovative educational technologies, such as virtual / augmented reality, coding, and data	<ul style="list-style-type: none"> Pilot and evaluate the use of emerging technologies, such as VR/AR, to create immersive and engaging learning 	<ul style="list-style-type: none"> The school has successfully piloted using at least one emerging educational technology across multiple subject areas and grade levels, such as VR/AR, 	The piloted program document SHS School-based survey	Whole Year	Subject Panel e-Learning Team ITA Team	Budget for purchasing hardware and software

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analytics, to enhance the learning experience and foster interdisciplinary collaboration	environments	coding, or data analytics. <ul style="list-style-type: none"> At least 70% of teachers have tried integrating the piloted educational technologies into their curriculum and lesson plans, creating innovative, interdisciplinary learning experiences for students. 	Teacher observation Partnership document Examples of students' work/learning portfolio	Whole Year	Subject Panel e-Learning Team ITA Team	Budget for purchasing hardware and software
	<ul style="list-style-type: none"> Utilize the technology of AI to conduct data analysis to inform personalized learning, identify learning differences, and optimize teaching and assessment practices 	<ul style="list-style-type: none"> At least 70% of students demonstrate proficiency in utilizing the explored educational technologies, such as VR/AR tools, coding platforms, or data analytics software, to complete assigned tasks and projects. 				
	<ul style="list-style-type: none"> Collaborate with technology companies, universities, and educational institutions to access the latest innovations and resources 	<ul style="list-style-type: none"> At least 70% of teachers agree that the data-driven insights have enabled them to address the individual needs of their students better and improve the overall quality of their teaching. The school has established partnerships with at least one technology company, university, or educational institution to access 				

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		the latest innovations, resources, and subject-matter expertise.				
1.5. Enhance reading engagement and strengthen the reading environment through innovative technology integration	<ul style="list-style-type: none"> Provide access to a wide range of e-books and audiobooks through digital libraries or platforms, allowing students to choose from diverse reading materials. 	<ul style="list-style-type: none"> The school has used AR or VR technology to provide students with an immersive reading experience and stimulate their interest in reading. The school has cultivated students' e-reading habits through successfully held digital reading activities. At least 60% of students express a positive attitude towards reading and e-reading and demonstrate increased confidence and enjoyment in their reading practices. 	Programme document SHS School-based survey Focus-group interview Teacher observation	Whole Year	Reading Team Subject Panel	Budget for purchasing ebooks, audiobooks and platforms
	<ul style="list-style-type: none"> Establish virtual book clubs or book-sharing e-platforms where students can discuss and analyze books online, fostering a sense of community and encouraging peer-to-peer learning and engagement. 			Whole Year	Reading Team Subject Panel	Budget for purchasing ebooks, audiobooks and e-platforms

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	<ul style="list-style-type: none"> Utilize AR and VR technologies to create immersive reading experiences, bringing stories to life and making reading more interactive and engaging 			Whole Year	Reading Team Subject Panel ITA Team	Budget for purchasing hardware, software, and reading activities
	<ul style="list-style-type: none"> Encourage students to create and share their own stories using digital platforms or apps, fostering creativity and strengthening the reading atmosphere 			Whole Year	Reading Team Subject Panel	Budget for purchasing ebooks, audiobooks and e-platforms

2. Major Concern: Promoting Student Wellbeing and National Pride through Character-Building Initiatives

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
2.1. Strengthening the curriculum that emphasizes the study of national history, culture, and traditions, fostering a strong sense of identity and pride	<ul style="list-style-type: none"> Review the existing curriculum to strengthen the element of national history, culture, and traditions across various subject areas 	<ul style="list-style-type: none"> Curriculum review shows incorporating elements of national history, culture, and traditions in at least 70% of subjects. 	<ul style="list-style-type: none"> Subject documents Student Survey Activity record 	Whole Year	AVP (CDO) AVP (HSL & CL) Subject Panel heads	Nil
	<ul style="list-style-type: none"> Highlight the significance of Chinese heritage, its global influence, and the development of national identity in lessons and activities 	<p>At least 80% of students and teachers express a more positive attitude and acknowledgement of Chinese heritage.</p>		Whole Year	AVP (HSL & CL) MCE Team	Budget for lesson materials and activities
	<ul style="list-style-type: none"> Collaborate with the EDB, universities, and cultural institutions to access the latest curriculum resources, teaching materials, and subject-matter expertise 	<p>At least 2 school-wide authentic learning experiences in 1 semester and 70% of positive feedback from participants.</p>		Whole Year	Subject Panel	Budget for joining the program

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	<ul style="list-style-type: none"> Establish partnerships with organizations and experts to facilitate authentic learning experiences, such as master classes, seminars, workshops and field trips 			Whole Year	OLE Team MCE Team	Budget for joining the program
2.2. Organize engaging and authentic learning activities, including cultural events, festivals, and community service projects, to involve students in celebrating their national heritage and engaging with global affairs, fostering	<ul style="list-style-type: none"> Encourage student participation in local and international competitions, exchanges, excursions, and service-learning activities that address local, national and global issues and foster a positive life attitude 	<ul style="list-style-type: none"> At least 60% of service and leadership teams organise team-based or whole-school community service activities. At least 70% of participants agree that the authentic learning activities help them understand more about local, national and global issues and foster a positive life attitude. 	<ul style="list-style-type: none"> Evaluation report Student survey Sharing record 	Whole Year	OLE Team MCE Team SAS Team	Budget for joining activities
	<ul style="list-style-type: none"> Collaborate with parents and community partners to work on cultural events and community service initiatives 	<ul style="list-style-type: none"> At least 2 sharings of cultural activities and community service projects to showcase the achievements and contributions of students. 		Whole Year	OLE team HSL Team MCE Team SAS Team	Budget for joining the events

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a positive life attitude.	<ul style="list-style-type: none"> Recognize and celebrate student achievements and contributions in cultural activities and community service projects 	<ul style="list-style-type: none"> At least 2 school-wide traditional cultural appreciation activities. 		Whole Year	MCE Team SAS Team	Budget for joining the activities or projects
	<ul style="list-style-type: none"> Encompass the traditional Chinese cultural ideology in designing and planning the school-based value education curriculum, empowering students to navigate challenges with resilience and cultivate holistic well-being. 			Whole Year	AVP (SD) AVP (HSL & CL) Guidance Team	Budget for learning materials
2.3. Implement CLAPS programmes (integrates Creativity,	<ul style="list-style-type: none"> Provide training and support for teachers to design and facilitate CLAPS-based learning experiences 	<ul style="list-style-type: none"> Develop the CLAPS programme framework by the end of the 2024-25 school year. All teachers responsible for designing and implementing 	<ul style="list-style-type: none"> Programme Framework Document PD Record 	Term 2	AVP (CDO) AVP (SAS) PD Team	Budget for PD

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Leadership, Activity, Project-based learning, and Service) which offers authentic learning opportunities to enhance critical thinking, problem-solving, collaboration, and the spirit of service	<ul style="list-style-type: none"> Integrate CLAPS elements into the existing curriculum extracurricular activities and assessments to ensure a balanced and holistic approach. 	CLAPS programmes receive suitable training. <ul style="list-style-type: none"> Positive feedback from at least 70% of students on their engagement and learning outcomes from CLAPS-based activities in the 2025-26 school year. Establish a list of external organizations, NGOs, and government agencies to work in partnership for the CLAPS programmes 	<ul style="list-style-type: none"> School-based survey Partnership list 	Two years (2025-27)	Subject panels PBL Team OLE Team SAS Team	Budget for learning materials
	<ul style="list-style-type: none"> Establish partnerships with external organizations, NGOs, and government agencies to expand the scope and impact of CLAPS programmes 			Term 2	Subject panels OLE Team SAS Team	Budget for the programme
	<ul style="list-style-type: none"> Assess the effectiveness of CLAPS programmes and make data-informed adjustments to enhance their impact on student development 			Two years (2025-27)	AVP (CDO) AVP (SAS) Head of OLE	Nil

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2.4. Promoting unity across various levels while maintaining an inclusive school environment that celebrates diversity and supports all students' individual needs	<ul style="list-style-type: none"> Implement school-wide programs and initiatives that foster a culture of inclusivity, empathy, and respect for diversity 	<ul style="list-style-type: none"> At least 80% of students participate in at least one school-wide program or initiative that promotes an inclusive school atmosphere. 	<ul style="list-style-type: none"> Attendance Record School-based survey Focus group interview 	Whole Year	AVP (SD) Guidance Team	Budget for the programme
	<ul style="list-style-type: none"> Collaborate with parents, alumni, and external stakeholders to strengthen the school's support network for student development 	<ul style="list-style-type: none"> At least 70% of participants agree that the programme helps promote unity and the culture of inclusivity in school. 		Whole Year	Guidance Team HSL Team Alumni Affairs Team	Budget for the programme

3. Major Concern: Creating Sustainable and Flexible Learning and Teaching Environments

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
3.1. Incorporate green school practices, such as energy-efficient lighting, water conservation, and renewable energy sources, to reduce the school's environmental footprint	<ul style="list-style-type: none"> Implement intelligent building management systems to optimize energy efficiency 	<ul style="list-style-type: none"> Students participate in at least 2 environmental projects or collaborations with local organizations, demonstrating their ability to engage with and contribute to the broader community's sustainability efforts. At least 70% of students report an increased sense of environmental responsibility and a willingness to adopt sustainable practices in their daily lives At least 2 environmental protection campaigns to be organized for the school stakeholders At least 70% of teachers 	<ul style="list-style-type: none"> Project documents with evaluation SHS APSPO School-based survey 	Whole Year	ITA Team Green Team	Budget for purchasing hardware and software
	<ul style="list-style-type: none"> Collaborate with environmental organizations and government agencies to access the latest green technology and best practices 			Whole Year	Green Team AVP (SAS)	Budget for programme
	<ul style="list-style-type: none"> Integrate sustainability education (SDG goals) and environmental awareness into the curriculum and extracurricular activities 			Whole Year	AVP (CDO) AVP (SAS) Head of OLE	Budget for curriculum development and activities

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	<ul style="list-style-type: none"> Engage the school stakeholders, including students, teachers, and parents, in promoting and participating in the green school practices 	incorporate green school practices		Whole Year	AVP (SD) AVP (CDO) AVP (SAS) AVP (HSL & CL) Head of OLE	Nil
3.2. Design flexible classroom layouts and learning spaces that can be easily reconfigured to support different teaching and learning styles	<ul style="list-style-type: none"> Provide training and support for teachers to effectively utilize the flexible learning spaces and integrate them into their teaching practices 	<ul style="list-style-type: none"> At least 70% of teachers agree that the flexible learning spaces have enabled them to diversify their instructional approaches and better cater to different learning styles 	<ul style="list-style-type: none"> School-based survey Teachers' observation Focus group interview 	Whole Year	PD Team Subject Panel	Budget for PD
	<ul style="list-style-type: none"> Engage students in the design process to gather their feedback and ideas for creating more engaging and collaborative learning environments 	<ul style="list-style-type: none"> Students actively participate in collaborative learning activities within the flexible spaces At least 70% of students report that the flexible learning environments have enabled them to take a more active role 		Whole Year	AVP (SAS)	Nil

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	<ul style="list-style-type: none"> Explore partnerships with educational technology providers to integrate innovative solutions that enhance the flexibility and functionality of the learning spaces 	<p>in their learning</p> <ul style="list-style-type: none"> At least 70% of teachers effectively integrate the use of flexible learning spaces into their lesson plans and instructional strategies 		Whole Year	ITA Team e-Learning Team Learning Environment Team	Budget for purchasing necessary items
3.3. Integrate outdoor learning spaces and natural elements to promote a sense of well-being and connection to the environment	<ul style="list-style-type: none"> Encourage teachers to utilize the outdoor learning spaces for hands-on, experiential learning activities across various subject areas 	<ul style="list-style-type: none"> Students actively participate in outdoor learning activities, with at least 85% of students reporting a high level of engagement and enjoyment Students demonstrate a solid understanding of basic environmental concepts, such as the importance of plants, animals, and natural resources 	Activities plan and report Teachers' observation Focus group interview Learning reflection	Whole Year	AP AVP (CDO) Subject Panel Head of OLE	Budget for activities
	<ul style="list-style-type: none"> Organize school-wide initiatives, such as one person one flower scheme, eco walk @ A-campus and school clean-up campaigns, to engage students in 	<ul style="list-style-type: none"> Teachers observe improvements in students' emotional regulation, problem-solving abilities, and social interactions during and after outdoor learning experiences 		Whole Year	Green Team	Budget for activities

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	environmental stewardship	<ul style="list-style-type: none"> Students demonstrate their ability to transfer their knowledge and skills from outdoor learning experiences to other academic contexts 				
	<ul style="list-style-type: none"> Explore partnerships with environmental organizations, research institutions, and community groups to expand the resources and expertise available for the outdoor learning initiatives 			Whole Year	Green Team Head of OLE	
	<ul style="list-style-type: none"> Integrate environmental education and sustainability topics into the curriculum, leveraging the outdoor learning spaces as living laboratories 			Whole Year	Green Team Subject Panel Head of OLE	

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3.4. Ensure that the school's infrastructure and facilities are adaptable to accommodate future educational trends and technological advancements	<ul style="list-style-type: none"> Redesign the existing spaces to create versatile, technology-enriched environments that can accommodate a range of functions, from traditional lecture-based classrooms to collaborative learning hubs to informal social and relaxation areas. 	<ul style="list-style-type: none"> At least 80% of students indicate that they can easily access and utilize the available technology to support their learning At least 70% of students express increased confidence in their ability to navigate and adapt to future educational and technological advancements 	<ul style="list-style-type: none"> School-based survey SHS 	Whole Year	AP AVP (CDO) IT Team ITA Team e-Learning Team	
	<ul style="list-style-type: none"> To explore innovative solutions for upgrading our existing system and infrastructure 			Whole Year	IT Team ITA Team e-Learning Team	