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

Annual School Plan

(Primary Division)

2026/27

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 and 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 placed on developing the 3-Ls (i.e., literacy in English, Chinese, and Information Technology). Students will become global citizens with national pride in their hearts.

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.

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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

Briefly list the feedback and follow-up actions from the previous school year:

- Students demonstrate high engagement in digital learning; however, self-regulated learning skills remain moderate
- A gap exists between teacher readiness and consistent classroom implementation
- Technology enhances engagement but has a limited impact on deep learning and higher-order thinking
- Reading engagement improved, but reading depth and independence require strengthening

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1. To strengthen students' self-regulated learning through structured digital learning design	Embed structured goal-setting, reflection, and self-monitoring routines across subjects Implement school-wide "Plan–Do–Review" learning cycle using digital platforms Develop a school-based self-regulated learning framework	≥80% of students demonstrate improvement in self-regulation skills Improved APASO results in self-monitoring and planning domains ≥80% of teachers	APASO (self-regulation domains: self-monitoring, self-planning) Stakeholder Survey (student learning behaviour and engagement) Lesson observation checklist (use of structured learning	Whole Year	AVP, AP, Subject Panels	Digital tools PD support

			implement structured learning routines	routines) Student learning portfolios and reflection records			
1.2.	Enhance teaching effectiveness through impact-based professional development	Introduce lesson-based coaching and observation cycles Align PD with classroom implementation and student outcomes Develop subject-specific digital pedagogy frameworks	≥80% of teachers demonstrate effective classroom implementation Improved consistency across subjects	Stakeholder Survey (teaching effectiveness) PD evaluation survey results Lesson observation records Teacher reflection logs (post-PD implementation Samples of student work	Whole Year	AVP, AP, PD Team	Budget for PD
1.3.	Deepen learning through effective integration of AI, VR, and inquiry-based learning	Align digital tools with higher-order thinking tasks Design interdisciplinary inquiry-based learning activities	≥75% of students demonstrate improvement in critical thinking Evidence of inquiry-based learning	Assessment data (performance tasks, rubrics) Student survey (learning depth and engagement)	Whole Year	AP, AVP, Subject Panels, eLearning Team	Technology tools

	Implement model lessons and cross-panel sharing	across KLAs	Lesson observation (higher-order thinking indicators) Student work analysis (inquiry-based tasks)			
1.4. Enhance reading depth and independent learning	Align reading programmes with curriculum objectives and assessment	≥75% of students show improvement in reading comprehension and depth Increased participation in reading-related activities	Reading assessment data (comprehension performance) Reading platform analytics (usage and participation) Student reflection journals Samples of reading tasks and written responses	Whole Year	AP, AVP, Subject Panels, Reading Team	Reading platforms
	Implement a structured reading progression and monitoring system					
	Strengthen analytical and reflective reading tasks					

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

Briefly list the feedback and follow-up actions from the previous school year:

- Students demonstrate strong values awareness, but behavioural internalisation remains moderate
- Self-discipline and perseverance remain key gaps
- Activities are rich, but the impact is uneven across students

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.1. Strengthen behavioural internalisation of values and national identity	Increase reflective learning opportunities Expand experiential learning (field trips, exchanges) Strengthen cross-curricular integration of values	● Improved APASO results (values and responsibility) ● ≥75% of students demonstrate improvement in behaviour	● APASO (values, responsibility, national identity domains) ● Stakeholder Survey (values and attitudes) ● Student reflection records (values internalisation) ● Observation records (student behaviour)	Whole Year	AVP, VP, Subject Panel heads, MCE Team	Nil

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.2. Enhance the equity and developmental impact of activities	Ensure all students participate in structured activities Develop a participation and impact tracking system Strengthen pre/post activity reflection	• 90% student participation • Evidence of developmental impact across all groups	• Participation data (student distribution across activities) • Reflection forms (pre- and post-activity learning) • Programme evaluation reports	Whole Year	OLE Team MCE Team SAS Team	Budget for joining activities
2.3. Strengthen the CLAPS framework for cognitive and leadership development	Embed inquiry-based learning in CLAPS programmes Align CLAPS with curriculum outcomes	• ≥80% of students demonstrate improvement in leadership and problem-solving • Increased evidence of higher-order thinking	• APASO (generic skills domains: collaboration, problem-solving) • CLAPS competency rubrics (leadership and inquiry skills)	Whole Year	AVP (CDO), AVP (SAS), SAS Team, OLD Team	Budget for the programme

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	Establish a monitoring system for student development		• Student portfolios (project outputs)			
2.4. Strengthen inclusive support and student wellbeing	Enhance SEN and gifted support programmes	• Improved student wellbeing indicators • Increased satisfaction with inclusion support	• APASO (wellbeing, belonging, emotional health) • Stakeholder Survey (school climate) • Student support records (SEN, gifted, counselling) • Case documentation and observation records	Whole Year	AVP (SD), AVP (SAS), Guidance Team, SMS Team, SEN Team	Budget for the programme
	Strengthen Life Education through real-life application					
	Expand collaboration with external agencies					

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

Briefly list the feedback and follow-up actions from the previous school year:

- Learning environments enhance engagement but do not consistently improve behaviour
- Sustainability awareness is strong, but behavioural habits are weak
- Experiential learning is effective but uneven across grades

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.1. Promote sustainable behaviour and habit formation	Implement daily environmental behaviour routines Introduce a monitoring system (e.g. recycling data) Strengthen home-school collaboration	● ≥70% of students demonstrate consistent sustainable behaviour	● Behaviour tracking data (e.g. recycling rates, participation ● Observation records (daily environmental practices) ● Student reflection on sustainability behaviours	Whole Year	Green Team, Subject Panels, AVP (CDO), AVP (SAS), Head of OLE	Budget for programme

3.2.	Enhance the effectiveness of flexible learning environments	Establish clear behavioural expectations Provide PD on classroom management Strengthen monitoring of learning behaviour	• Improved student discipline and engagement indicators	• APASO (learning motivation and self-discipline) • Stakeholder Survey (learning environment effectiveness) • Lesson observation (student engagement and behaviour) • Teacher reflection logs	Whole Year	PD Team, SMS Team	Budget for PD
3.3.	Develop a structured experiential learning framework	Develop a school-wide experiential learning framework Ensure equitable access across all grades	• All students participate in structured experiential learning • Improved engagement and application of knowledge	• Participation tracking (by grade level) • Programme evaluation reports • Student reflection journals	Whole Year	OLE Team	Budget for activities

	Align experiential learning with curriculum and assessment					
3.4. Maximise the learning impact of facilities and infrastructure	Strengthen the evaluation of the learning impact of facilities Improve the stakeholder feedback system	● ≥80% satisfaction with facilities ● Evidence of improved learning environment effectiveness	● Stakeholder Survey (satisfaction levels) ● Usage data of facilities and systems ● Feedback records from teachers and students ● Case examples of learning impact	Whole Year	AP, AVP (CDO), General Affairs Team	Budget for upgrading facilities