

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



Annual Report (Primary School)
2012-13

Mr Daniel Chan
Principal
Primary School

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1. The School

Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School (A-School) is the first secondary and primary through-train school affiliated to a university in Hong Kong. The 12-year through-train school has been the vision of the Hong Kong Baptist University since 1990s. It aims at providing quality education based on Christian heritage and concern for others. Students are educated to explore their potential in an environment where East meets West, giving them the best of both cultures. It mentors the students, fostering their personal growth to encourage initiative, positive attitudes, individuality and creativity, providing a basis for lifelong learning.

A-School is built on a 12,000 sq. metre premises in Shek Mun (Shatin). It is ideally situated next to MTR station on the Ma On Shan railway line. In 2006, the construction of the school campus was completed. It exceeds Y2K school design standards by providing students' access to first-class educational and sporting facilities including a library, a hall, a theatre, an amphitheatre, a skyline garden, an art gallery, two dancing rooms, a multi-purpose room, a Chinese herbal medicine garden, a golf arena, four basketball courts and running tracks. The entire campus is fully connected by high-speed network, providing a technological advanced environment to support learning and teaching.

A-School started operation under the Direct Subsidy Scheme of the Education Bureau in September 2006. It offers a 12-year full-train curriculum to nurture students with whole person development. It also adopts a trilingual and biliterate approach to teaching and around the school environment to enhance students' language skills in communication and learning. In addition, it adopts a whole school approach to pastoral care and deploys full-time social worker and educational psychologist to serve its students.

A-School cultivates students with 3-Literacy: English, Chinese (Putonghua) and Information Literacy. The 3-literacy approach is a thematic method of teaching, laying the foundation for students to apply their languages and IT skills over a broad range of subjects so as to face the challenges in the new era. Mastering the 3 skills through different subjects including Languages, Mathematics, Science, History and Liberal studies, will consolidate students' knowledge and skills and boost their analytical power.

Similarly, A-School offers a flexible, stimulating and inspiring Liberal Arts curriculum to students. The unique and innovative syllabus will cater to an ever changing world by promoting appreciation and discussion of topics involving Citizenship, Education, Religion, Life, Modern

Science, Health, Self-reflection, Value Education, Arts, Cultural Studies and Self Discipline. Various learning programme are launched to enrich students' life experiences and equip them with the generic skills to face the ever-changing world. It also bridges the 'Liberal Studies' curriculum in the new secondary school (NSS) curriculum.



Basic Information

School Name :	Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School
Address :	6 On Muk Lane, Shek Mun, Shatin, N.T.
Supervisor :	Professor Frank Fu, MH, JP
Chief Principal:	Dr. Wil Chan
Co-Principals, Primary School:	Ms. Debe Yuen & Ms. Tang Mei Lan (September 2012 - August 2013)
School Type:	Direct-subsidy School, Co-educational
Sponsoring Body:	Hong Kong Baptist University
Founded in:	2006
Homepage :	http://www.hkbuas.edu.hk/

2. School Mission and Vision

2.1 A-School's Motto



Passionate to Learn, with Confidence
Determined to Succeed, with Vision

A-School creates a learning environment that the students are able to cherish and enjoy learning and want to perform to the best of their abilities to tap their potentials and talents. It has a cohesive “through-train” system of primary and secondary education which develops students into persons who are confident, innovative, resourceful and brave in facing their responsibility in society and the challenges in future. The above mentioned motto can be further elaborated as follow:

- i. Create a lively and joyful learning environment which can enhance the all-round development of the students;
- ii. Tap the potentials and talents of the students and offer positive recognitions for their achievements;
- iii. Equip the students with self-learning and life-long learning skills;
- iv. Strengthen the students’ understanding of the community, their national identity and global citizen so as to nurture their positive values and citizenship.

2.2 The Mission



Caters to the whole person
Puts students' needs first at all time
Empowering students to be spiritually mature, wise and informed, artistic, physically strong,
creative and build good ties with the community
Students will become global citizens with national pride at heart

Our mission is aligned with the aims of education recommended by the Education Commission in September 2000. “To enable every person to attain all-round development in the domains of ethics, intellect, physique, social skills and aesthetics according to his/her own attributes so that he/she is capable of life-long learning, critical and exploratory thinking, innovating and adapting to change; filled with self-confidence and a team spirit; willing to put forward continuing effort for the

prosperity, progress, freedom and democracy of their society, and contribute to the future well-being of the nation and the world at large.”

Similarly, A-School provides quality education based on Christian heritage and concern for others. It mentors the students, fostering their personal growth to encourage initiative, positive attitudes, individuality and creativity, providing a basis for lifelong learning. Besides, A-School focuses on developing students’ 3-L (i.e. literacy in English, Chinese and Information Technology), providing a safe learning environment for the students, empowering them to possess the skills necessary in tackling daily problems in logic and with compassion (i.e. spiritually mature, wise and informed, artistic, physically strong, creative and civic-minded). Its ultimate goal is to facilitate the students to become life-long learners and global citizens with national pride at heart.

2.3 Core Visions of A-School

To achieve the aims of education for the 21st Century, A-School has been backed up by comprehensive planning, multi-faceted coordination and participation by the whole school community. It aims to realize the following vision:

- To develop A-School into an institution that values lifelong learning, so that everyone enjoys learning, has the attitude and ability for lifelong learning, and has access to diverse channels and opportunities for learning.
- To improve the quality of the students through upgrading their knowledge, ability and attitude.
- To construct a diverse school system that embraces diversity in education ideologies, methodology of teaching and focus of curriculum, so that students have more choices and multi-faceted talents will be nurtured.
- To build a learning environment that is inspiring and conducive to the creative and exploratory spirit.
- To provide students with structured learning experiences in the areas of moral, emotional and spiritual education.
- To help students develop a global outlook so that they can learn, work and live in different cultural environments.

3. The School Management

The School Management Committee is the top decision-making body. Its members are appointed by the Hong Kong Baptist University including deans, department heads, professors and professionals from the community. Besides, parents and teachers are also elected to join the committee.

3.1 School Management Committee



Supervisor

Professor Frank Fu Hoo Kin, MH, JP

Associate Vice-President, HKBU

School Managers

Prof. Rick Wong Wai Kwok

Vice-President (Research and Development), HKBU

Ms. Winnie Tam Wan Chi, SC

Council & Court Member, HKBU

Senior Counsel, Des Voeux Chambers

Ms. Rosanna Choi Yi Tak

Council Member, HKBU

Partner, CWCC Certified Public Accountants

Ms. Amelia Lee Nam Yuk

Head of Early Childhood Education, School of Continuing Education, HKBU

Prof. Sandy Li Siu Cheung (Starting February 1, 2013)

Head and Professor, Department of Education Studies, HKBU

Dr. Peter Wong Kwok Keung, SBS, JP

Executive Chairman, KS-KF Wong Charity & Education Trust Fund

Group Chairman & CEO, Kum Shing Group

Ms. Cecilia Lee Sau Wai

Partner, Deloitte Touche Tohmatsu

Mr. Herman Hu Shao Ming, BBS, JP

Chairman, Ryoden Development Limited

Mrs. Sylvia Cheung Tsoi Wing Tin (Till August 31, 2013)

Experienced Educator

Ms. Amy Chan Lim Chee, JP

Manager, Racing Development Board/Headmistress, Apprentice Jockeys' School,
The Hong Kong Jockey Club

Mr. Ken Chan Chi Yuen (Starting February 1, 2013)

Parent Representative

Mr. Leung Oliver Wing Hong (Starting February 1, 2013)

Parent Representative

Dr. Wil Chan

Chief Principal, HKBU Affiliated School Wong Kam Fai Secondary and Primary
School

Dr. Benjamin Chan Wai Kai (Till August 31, 2013)

Principal, Secondary School, HKBU Affiliated School Wong Kam Fai Secondary
and Primary School

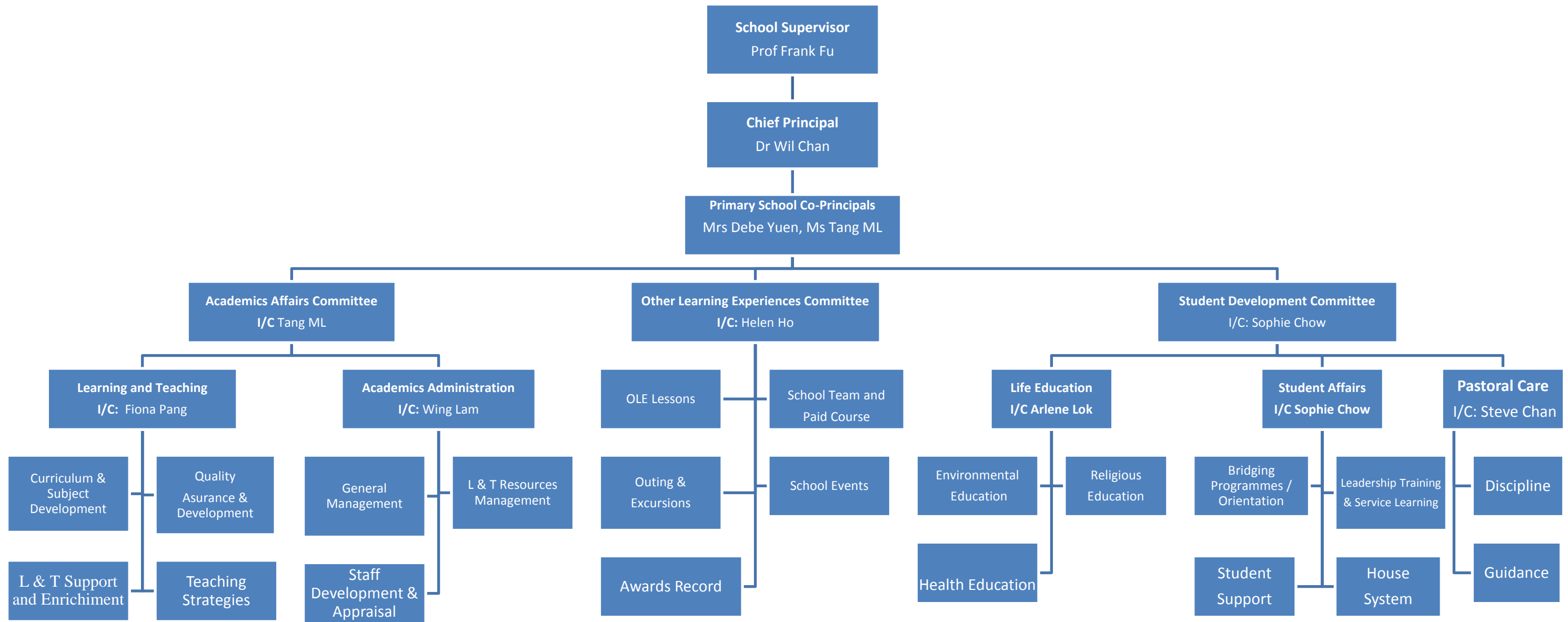
Ms. Stephanie Ng Lai Fun (Starting May 10, 2013)

Teacher Representative

Mr. Kelvin Lee Ka Wing (Starting May 10, 2013)

Teacher Representative

3.2 PS Organisation Chart (2012-2013)



4. Our Teaching Team

	Teachers
Number	64
Teachers' Qualification	
Teachers' Certificate	90%
Bachelor Degree	97%
Master Degree or above	31%
Special Education Training	10%
Teaching Experiences	
0 – 4 years	38%
5 – 9 years	42%
10 years or more	20%

Teaching Assistants: 7

LPAT

English: 95%

Putonghua: 100%

5. Class Structure of Students

HKBUAS Wong Kam Fai Secondary and Primary School (Primary Section) is a whole-day EMI primary school operating under the Direct Subsidy Scheme. There are 6 grade levels from Grade 1 to Grade 6 with 5 classes at each level.

No. of school days in 2012-2013 school year: 190

No. of students as of 3 rd September, 2012	888
No. of withdrawal	4
No. of students admitted in the middle of the school year	0
No. of students as of 14 th Mar, 2013	884

6. The Areas of Concerns & Reflections

1. Enhance Teaching and Learning
2. Strengthen Self-learning Skills
3. Developing a welcoming school with enhanced parent participation

Area of Concern 1: Enhance Teaching and Learning

	Strategies	Action	Criteria of Success	Action taken by	Resources	Reflection
1	Optimize the teaching and learning in daily lessons	Implement various teaching strategies	70% of teachers use different teaching strategies in their lessons	All teachers, EDB and in-house educational psychologists	Quality Circle Meeting	More than 90% of teachers agreed that they have used different teaching strategies in their lessons
		Cater for individual differences	90% of teachers attend at least 3 sessions of Professional Development	All teachers	Provide relevant Professional Development programmes	97% of teachers attend at least 3 sessions of Professional Development programmes
		Further develop formative instructional practice and align it with assessment	90% of teachers agree it helps the learning	All teachers	Battelle for Kids programme	After the workshops hosted by Battelle for Kids, 98% of the teachers agreed that the workshop was useful and 80% of the teachers applied the 'Clear Learning Objectives' and 'Breaking down the Learning Tasks' in their lessons
2	Create language-rich environment	Implement morning reading time	70% of students enjoy the reading time. Observe the participants' response as reflected from their active participation and checking out leisure reading books	All students	Increase classroom readers	Various language-related and cultural-related activities were held, e.g. <i>Story Mom and Dad</i> for G1, <i>Chinese Cultural Day</i> , <i>VA outings</i> , <i>Music concerts</i> , etc
		Provide various language-related & cultural-related activities		All students and parents	Provide different activities, seminars and workshops	Australian Immersion Programme, the exchange programme with the German sister school and our annual overseas excursion programmes provided an authentic language environment for our students

		Provide chances of student exchange	70% of students find the programmes useful	Individual students	Excursion & exchange programme, home-stay programme and scholarship programme	Two exchange activities were held with ICS and our G1 & 2 students
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Area of Concern 2: Strengthen Self-learning Skills

	Strategies	Action	Criteria of Success	Action taken by	Resources	Reflection
1	Acquires self-learning skills	Enhance the reading skills and develop the reading habit Provide PBL learning time to exercise self-learning skills	a. Survey on number of books borrow from the library b. 70% of students find the library lessons useful c. 70% parents satisfy with the performance of PBL showcase	All students	a. Library lessons b. Increase books of library and reading activities c. PBL learning time	a. Students demonstrated various self-learning skills during the PBL term and in the PBL showcase b. DEAR programme was implemented during homeroom time at least twice a week c. Book Exchange programme was implemented in Chinese lessons d. G2 – 6 students visited online platform to learn English vocabulary each month e. Library checked out 28748 items last school year f. Life Education was redesigned to promote self-learning
2	Better use of on-line learning platform	Encourage students to use online platform Further develop in-school learning platform	a. 90% of students use the on-line platform b. The number of teachers using the learning platform has signify increased	All students and teachers	Online platform	a. 95% of students used on-line English and Math platforms for independent study b. 70% of G4 – 6 students used Google site and other databases in PBL projects c. 80% teachers were e-teaching users d. Library acquisition increased by 4968 copies

Area of Concern 3: Developing a welcoming school with enhanced parent participation

	Strategies	Action	Criteria of Success	Action taken by	Resources	Reflection
1	Expand opportunities for parents' participation	Work with Grade 1 teachers to develop "lunch mommy" programme including the development of: a. guidelines for parent participants b. parent training / briefing on guidelines of participation	a. Recruit parent participants in the "Grade 1, lunch mommy" programme b. Provide written guidelines for parent participants c. Implement briefing session for interested parents prior to programme start d. Organise	Home School Affairs Team in collaboration with Grade 1 teachers	No additional resources required	Lunch Mommy was a great success. Both teachers and parents agreed that the programme gave them more opportunities to communicate with each other
		Work with PTA and VA team to develop concept of school-wide Community Art Jam and solicit PTA and VA team endorsement of financial and man-power support for the implementation of this school-wide Art Jam event	Community Art Jam event with 80% students' participation, 80% of PTA members' participation, and anticipated 500 community members' participation. e. Enhance ratings on Stakeholder Survey from previous year	PS/SS VA team lead with participation by every A-School student, teacher and parent	a. Supplies 3000 clay figures. b. Additional staff to assist families on the Art Jam Day c. Schedule training of students	a. Feedbacks of <i>Community Art Jam</i> were very positive. Not only did the students, but also the teachers and parents enjoyed it. That also included students from secondary section. Besides, it let our parents had good understanding about our through-train mode b. More than 1000 people joined the programme c. <i>Community Art Jam</i> also demonstrated strong bonding between the School and PTA
2	Explore existing activities/ events to increase parents' involvement	a. Work with PE/OLE team to modify existing the logistics of Athletic Meet in order to enhance parents' participation	20% increase in number of parent participants in comparison with 2011-2012 event	PE and OLE Team	No additional resources required.	a. More opportunities were open to parents to participate, e.g. <i>Lunch Mommy</i> and inviting parents to share in morning assemblies b. Picnic was held for G1 & 2 families after the Sports Day. Around 80 families
		b. Work with team leaders to review daily schedule/events of annual Play Day to	a. 20% increase in number of parent participants in comparison with	Members of Student Development Team and PTA		

		increase parent participation	2011-2012 event b. Implementation of a post event 'picnic' lunch for Grades 1-3 on the playground c. Improvement of ratings in Stakeholder Survey over previous year			participated c. The headcounts of parent volunteers was 401
3.	Create absolutely, positively and friendly culture in the PS General Office	a. Share vision with office staff b. Host regular informal meetings focus on qualities of office practice and prioritise service orientation c. Establish a 'team' culture without blame and fear. d. Remove structural and technical barriers in order to develop a customer-focussed school office	a. Each PS General Office staff can articulate the focus of providing quality and timely service to all stakeholders. b. Anecdotal information of instances of success from parents or staff c. Restructure shifts to minimize 'void' areas of service during the school day d. Enhance ratings on Stakeholder Survey from previous year	Co-Principals, Office Manager, and all Primary School general Office staff	Trainer and coach on communication skills	a. Two training on customer-oriented service and communication skills were given to the frontline staff b. 70% of the teaching staff agreed the staff in General Office was more helpful and friendly

7. Teaching and learning

7.1 The Curriculum

A-School emphasises the development of Multiple Intelligences, and nurture our students for the 21st Century. In addition to fostering students' moral, intellectual, physical, social and aesthetic development, the spiritual development of students is also cultivated. With the introduction of Liberal Arts and the cultivation of 3-Literacy (English, Chinese and Informational and Computer Literacy), we believe that a balanced curriculum and a lifelong-learning attitude can motivate our students to strive for excellence and achieve their full potential.

The Academic Affairs Committee evaluates and assesses the current curriculum periodically. The formal and informal curricula will be set and adjusted with the consideration of the school development, students' needs and educational trends.

In setting the school curriculum, both the curriculum framework of EDB and exceptional curriculum models of other countries are considered. The curriculum aims at nurturing the generic skills and developing the skills of learning to learn, which in turn can help students to reach the goal of life-long learning.

The 4 key elements that promote learning are emphasized. They are: read to learn, information technology, moral and civic education, as well as project learning. The implementation of life education is a measure to nurture the value and character of the students.

7.2 Subjects Offered

Throughout Grade 1 to Grade 6, the School offers:

Subjects taught in Chinese:

- Chinese Language (taught in Putonghua)
- Liberal Arts (taught in Cantonese)

Subjects taught in English:

- English Language, Mathematics, Integrated Science, Informational and Computer Literacy, Visual Arts, Physical Education, Music

7.3 Academic Assessment

a. Internal Assessments:

Formative assessments are designed at authentic basis which mainly focuses on assessing students' analytical skills, integrated learning, creativity, collaboration, as well as written and oral skills. The learning process is valued as well as the finished product. It is used to identify the strengths and goals for each child on a regular basis. Two mid-term and two term-end summative assessments for Chinese, English and Math are held in a school year. These will reflect students' academic achievements of their learning stage.

b. External Assessments:

Territory-wide System Assessment (TSA)

All Grade 3 and Grade 6 students participated in the Territory-wide System Assessment (TSA). In the 2012-2013 assessment, most students' achievements were above the basic competency levels.

International Assessment for Schools (IAS)

In order to achieve an international benchmark for their learning, the School has enrolled G3 to G6 students in the IAS in English Reading, English Writing and Mathematics. And the results were encouraging.

2013 International Assessment for Schools - Percentage of students awarded distinction or credit:

	Grade 3	Grade 4	Grade 5	Grade 6
English Language	49% (148)	54% (147)	42% (150)	53% (142)
English Writing	36% (148)	21% (148)	24% (150)	32% (142)
Mathematics	21% (148)	29% (147)	27% (150)	31% (142)

() total number of participants

7.4 Language Policy

English is the major medium of instruction in most of the class teaching while Putonghua is used for Chinese Language lessons. To foster the language-rich learning environment, both languages are widely used throughout teaching and non-curricular time. Students and teachers use both languages in morning assemblies, homeroom and daily conversation.

7.5 Learning Time of Key Learning Areas

Key Learning Areas	Subject	Percentage of Learning Time
Chinese language	Chinese language	18%
English Language	English Language	18%
Mathematics	Mathematics	18%
General Studies	Integrated Science	6%
	Liberal Arts	6%
	Informational and Computer Literacy	6%
Aesthetics	Visual Arts	6%
	Music	6%
Physical Education	Physical Education	6%
Other Learning Experiences (School Based)	Other Learning Experiences (School Based)	10%

7.6 Enrichment and Support Measures

Each child is a unique individual. Students vary in their progress of personal development and learning. The teaching training, curriculum development, teaching arrangement and allocation of resources are all planned with catering the learner's diversity in mind.

Small Group Teaching:

In the teaching of language subjects and mathematics, small groups are arranged according to students' learning needs, so as to cater for their diversity and increase learning effectiveness. A lower teacher-student ratio means A-School is able to provide more individual guidance for students.

Enrichment Programmes:

The School encourages diverse development of students. Enrichment programmes are offered to provide challenges to students. Through these programmes, students can deepen their learning and develop their interest. Students are provided with opportunities to participate in gifted education programmes offered by educational institutions as well as the Scholarship programmes run by the School. In OLE activities, enrichment programmes such as Mathematics Olympiad, Drama, Debate and Robotics were offered for students to develop their full potential.

Enhancement Programmes:

The School runs learning programmes to help students to reach basic competency in their learning in both languages and math, so as to help them develop a solid foundation to enhance their further learning. A new arrangement on Enhancement class was introduced after the evaluation from the three main subject panels. Enhancement was done in daily teaching rather than after school or on Saturdays. Besides, enhancement programmes were offered through scholarship. The Australian Immersion Programme was a good example.

7.7 Student Reading Habit

Reading Programmes Launched

The School cultivates students' reading habit and creates opportunities for students to share reading. From 'Learning to Read' through different programmes, students develop their reading habit and become 'Reading to Learn'. The reading programmes held in this year were as follows:

Month/Date	Task
September, 2012	<ul style="list-style-type: none">• Recruit Parent Volunteers• Recruit Reading Ambassadors• Place newspaper and magazines orders• Set up Class library
October, 2012	<ul style="list-style-type: none">• Launch the Morning Reading Scheme - <i>DEAR</i>• Launch reading scheme and reading log• Launch Chinese extensive Reading scheme• Recommend good books• Promote Reading Week – teachers' and students' sharing in morning assemblies• Launch Book "O"ween• Organise G1 – G4 Library Tour I: How to use Library
November, 2012	<ul style="list-style-type: none">• Begin reading buddy scheme• Organise story telling by Nicky Bingham• Organise Book Fair on Parents Day
December, 2012	<ul style="list-style-type: none">• Organise drama performance by parent and children
January, 2013	<ul style="list-style-type: none">• Start with Battle of Books
February, 2013	<ul style="list-style-type: none">• Book Fair• Launch Read-to-feed Programme
March, 2013	<ul style="list-style-type: none">• Organise book cover design competition• Launch Chinese book report competition

April, 2013	<ul style="list-style-type: none"> • Launch World Book Day • Launch Battle of Books • Have educational talk by guest Speaker – 人仔叔叔
May, 2013	<ul style="list-style-type: none"> • Launch G5 – G6 Britannica Online Workshop • Provide PBL tour: How to choose the materials for PBL projects
June, 2013	<ul style="list-style-type: none"> • Library Tour II: <ul style="list-style-type: none"> ○ G1 & G2: Picture books ○ G3: Classification ○ G5: How to use quick reference materials
July, 2013	<ul style="list-style-type: none"> • Organise Reading Ambassadors' external visit – Hong Kong Central Library

Brief Report on Library Circulation 2012-2013:

The total number of books borrowed from the library: 28,748

8. Student Development

8.1 Year Main Focus

1. Strengthen self-learning skills
2. Cultivate moral literacy
3. Support SEN students to build up their learning skills
4. Promote team spirit

Focus 1. Strengthen self-learning skills

A-School enhances self-help skills by inculcating value education.

- a) Implementation of “I Can” Scheme:
 - i. Criteria of Success: 100% students got stamps for fulfilling their goals
 - ii. Resources: “I Can” booklet
- b) Promoting different values through monthly themes and activities:
 - i. I Can Be a Responsible Student.
 - ii. I Can Be a Good Citizen.
 - iii. I Can Be a Caring Friend.
 - iv. I Can Show Great Perseverance in the Face of Difficulty.
 - v. I Can Be a Honest Person.
 - vi. I Can Be a Diligent Learner.

Focus 2. Cultivate moral literacy

- a) Implementation of Life Education with external expertise and support:
 - i. Students had one session of Life Education each week.
 - ii. Community Services were organized for G4 – G6 students.
G.4: Understand people with mental deficiency and their learning difficulties
G.5 : Understand disabled people and their difficulties
G.6 : Understand people with learning difficulties
 - iii. Leap Programme for all Grades

- b) Implementation of Sex Education through formal curriculum and informal curriculum with the support of school nurse, NGO and EDB.

Focus 3. Support SEN students to build up their learning skills

- a) Academic and learning support for SEN students:
 - i. Intensive IEP for students with learning difficulties
 - ii. IEP for academic struggling students
 - iii. Assessment adjustment for SEN students
 - iv. Individual skills training / interviews by professionals
 - 1. Speech therapy
 - 2. A-School Social worker and educational psychologist's Interviews
Social Worker's Interview Records
Educational Psychologist's Interview Records
 - v. Small Group Training
- b) Behavioral and Emotional support for SEN students
 - i. Individual Support for SEN students:
 - Completion of "Good Student" record
 - Setting goals for SEN students
 - ii. Group Support for SEN students:
 - 1. Sparkling Sunflowers 「閃閃太陽花」
 - 2. Leadership Training 「領袖訓練」
 - 3. Buddy Kingdom
 - 4. The Happiest Leader 「快樂掌門人」
 - 5. Spiritual Art Studio 「心靈畫室」
 - 6. Hand-in-hand Reading Scheme 「手牽手伴讀計劃」
 - 7. Toy-story Corner
- c) Parents' Educational Programmes
 - 1. Educational Talk on Promotion to Secondary School 「助孩子高飛」家長升中講座
 - 2. Tips on Healthy Development 「新一代健康成長錦囊」家長課程
 - 3. Educational Talk on Children's Routine Training 「孩子家居五常法」家長講座
 - 4. Parent-child Day Camp 「幸福滿屋親子日營」
 - 5. Parent-child Volunteer Programme 「愛心滿人間親子義工」

Focus 4. Promote Team Spirit

Regular Student Development Team meeting

- i. Team Head meeting (07 Mar 2013)
- ii. Whole Team Meeting (12 Nov 2012)
- iii. Core meeting (26 Feb 2013, 28 April 2013)
- iv. Discipline meeting (15 Jan 2013)

8.2 Team's Evaluation

Pastoral Care

a. Discipline

Our Missions:

1. To work closely with the guidance team
2. To foster students with positive values
3. To encourage students to establish a good manner and attitudes
4. To enhance the communication among the students
5. To learn social skills

Tasks Achieved:

Month	Tasks
Aug 2012	Established Discipline Team and developed yearly Programme Plans
Sept 2012	Set Class Routine and Regulations
Sept 2012	Developed and revised school rules and regulations with students
Sept 2012	Launched the Star Class Scheme and A+Passport Scheme (Theme: I Can)
5-6 Nov 2012	Organised interviews with parents
7-10 Dec 2012	Completed Awards Nomination
Jan 2013	Organised G1 Discipline teachers' sharing session and slogan design competition
29 Jan 2013	Organised interviews with parents
Feb 2013	Organised G2 Discipline teachers' sharing session
Mar 2013	Organised G3 Discipline teachers' sharing session / Launched the Improvement Scheme / Organised excursion for Good Students Scheme
April 2013	Organised G4 Discipline teachers' sharing session
May 2013	Organised G5 Discipline teachers' sharing session
Jun - Aug 2013	Completed Conduct Meeting and Awards Nomination
	Completed Evaluation and Programme Plan for the coming year

b. Guidance

Our Missions:

1. To strengthen Self-Learning Skills
2. To provide guidance service to students who are struggling in learning, emotion and behaviors
3. To plan and implement “Life Education” with a vital curriculum
4. To develop Parent Education and empower parents with more parenting skills
5. To support teachers with professional guidance skills

Our major outputs:

1. The scope and sequence of Life Education Curriculum were developed to meet the needs of students with different developmental stages
2. Grade 4 -6 Service Programme (pre-service training, service practice and after service de-briefing) was developed. Students were able to learn to serve the community
3. Student-teacher interviews were carried out throughout the year to enhance the understanding of the students

Tasks Achieved:

Month	Tasks
Sept 2012	Completed the introduction of “I Can” Stamp Collection Scheme Theme Activity: I can be a responsible student : Bank of Credit 「信用銀行」
Oct 2012	Launched the “I Can” Stamp Collection Scheme Theme Activity: I can be a good citizen 「模範小公民」
Nov 2012	Launched the student-teacher interviews Theme Activities: (1) I can be a caring friend: sending out gifts of love 「送出愛錦囊」 (2) Launched ‘Be a happy person’ G.1-G.3 emotional and social skill training group
Dec 2012	Teachers’ Professional Development on enhancing communication with parents
Jan 2013	Theme Activities: (1) Show great perseverance in the face of difficulty: A+ Homeroom Marathon (2) Bridging Programme for G6 students started
Feb 2013	Emotional Control Skills Group started
Feb - Apr 2013	Theme Activity: I can be a honest person : the Story of 889 people 「八百八十九人的故事」
Mar 2013	Self Confidence Developing Group started
Apr 2013	Theme Activity: I can be a diligent learner : 「Diligent Timer」
Jun - Jul 2013	Parent Workshop for G6 Parent “Bridging to Secondary”

c. Student Support Programme

Our Missions:

1. To develop support programmes and monitor the progress of the students
2. To keep a Student Support Register on the basic student data, learning progress and support measures for facilitating regular reviews
3. To keep assessment reports and relevant information of students systematically
4. To provide individual plans to develop students' multiple intelligence, especially for those with learning difficulties
5. To arrange assessment accommodations for SEN students
6. To arrange case meetings among teachers and parents regularly
7. To conduct individual and group interviews

Tasks Achieved:

Month	Tasks
Sept 2012	Consolidated SST and Programme Plans Held grade level meetings with teachers
Oct 2012	Recruited participants of the training programmes in Term 1 IEP begins to support SEN students
Nov 2012	Launched training programmes
Dec 2012	Launched Early Identification and Intervention of Learning Difficulties Programme for G.1/ EII Conducted LAMK assessment
Jan 2013	Recruited participants of the training programmes in Term 2
Feb 2013	Nominated students to attend Spring Programmes for the Gifted and Talented CUHK
Mar 2013	Launched training groups for SpLD students and parents
Apr 2013	Nominated students to attend Summer Programmes for the Gifted and Talented CUHK
Jun 2013	Completed evaluation of Programme Plan
Jul 2013	Case Recording (Progress and Plan) Conducted meetings for EII Transferred Grade 6 SEN students' information to secondary school
Aug 2013	Case Recording (Progress and Plan) Prepared Programme Plans for up-coming school year

d. House System

Our missions:

1. Strengthen students' sense of belongings to their houses as well as to the school
2. Create a more caring environment between the higher & lower grades
3. Promote teamwork across different classes and grades
4. Organize inter-house activities and competitions in order to foster students' spirits of friendly competition and cooperation

Our major outputs:

1. G.1 students, new students and new teachers were allocated into the five houses
2. House logos, house flags, house banners and house Tees were designed
3. House committees were nominated by House Wardens
4. House Meetings were held monthly
5. The House Point System was established. The updates were posted in the House Board
6. 13 House activities were held
 - Slogan design competition
 - Athletics Meet booklet cover design competition
 - Athletics Meet
 - Campus signage design competition
 - Chinese Penmanship competition
 - Battle of books
 - Easter celebration
 - Mother's day card design competition
 - Father's day card design competition
 - Liberal Arts & Integrated Science quiz
 - Student council's UNO competition
 - Fruit day postcard design competition
 - Post assessment sports activities

e. Leadership and Services Groups

Our missions:

1. Encourage students to take the initiatives to strive for excellence in every aspect
2. Foster students' leadership skills
3. Foster students' spirits of caring and serving others
4. Nurture students' sense of belongings to school by providing opportunities for students to serve the school
5. Encourage students to frequently reflect and set goals for themselves and seek for challenges
6. Enhance students' confidence and positive attitude
7. Further strengthen students' problem solving skills under different circumstances
8. Act as role models of students

Team List:

Prefects (關愛大使)	<ul style="list-style-type: none"> Enhance students' self-discipline Nurture students' sense of belongings to school Build up good rapport among students
Reading Ambassadors (閱讀大使)	<ul style="list-style-type: none"> Assist newcomers to be familiar with library operation Encourage students to share reading experiences
Green Ambassadors (環保大使)	<ul style="list-style-type: none"> Enhance students' confidence and positive attitude Foster students' sense of environmental protection
Sports Ambassadors (體育小先鋒)	<ul style="list-style-type: none"> Foster students' spirit of serving others Encourage students to do more exercise
Campus TV (校園小記者)	<ul style="list-style-type: none"> Enhance students' creativity Enhance students' presentation skill
IT Prefects (IT 大使)	<ul style="list-style-type: none"> Enhance student's utilization information and technology ability. Foster students' spirit of serving others through the application of information technology. Cultivate students with a positive attitude in using computers.
Student Council Representatives (學生會代表)	<ul style="list-style-type: none"> Represent the students and organise a range of school events Make suggestions to improve the school environment Reflect students' ideas, interests, and concerns in order to enhance students' school life and bring a better learning environment
Toy Story Ambassadors	<ul style="list-style-type: none"> Enhance students' confidence and sense of belongings Help social worker to manage toy-story corner

Our major outputs:

- Eight leadership teams were set up, including Prefects, Reading Ambassadors, Sports Ambassadors, Campus TV, IT Prefects and Student Council Representatives, about 20% of students joined these leadership teams
- Each leadership team organized different trainings for students. The average attendance of those leadership trainings was above 90%
- Prefect Smart Tips and Green Tips were established. Prefects and Green Ambassadors broadcasted safety and green messages during morning assembly. Messages from other teams were broadcasted occasionally.
- Daily duties for Prefects, Library Prefects and IT Prefects during the two recesses.

Tasks Achieved:

Month/Date	Task
Oct 2012	Completed Outward Bound - Youth Explorer for Grade 6 students Launched the healthy lunch scheme Promoted film production on environmental protection
Nov 2012	Launched Student Council's Representative Election Completed the Prefect Day Camp

Dec 2012	Food donations
Jan 2013	Launched the Green Ambassador' training scheme
Mar 2013	Completed the prefects training camp Organised workshop to train students as little journalists Joined the leadership training programmes of our secondary school, i.e. Prefects, members of Students' Union, Digital Ambassadors
Apr 2013	Organised Inter-house quiz competition
May 2013	Prefects: G1 Admission Helpers
August 2013	Prefects: G1 Orientation Camp Helpers

f. Home School Affairs

Our Missions

1. To create an ethos of family at A-School
2. To strengthen the communication between parents and teachers

Tasks Achieved:

Month	Tasks
Oct 2012	Organised Play Day for parents and students
Dec 2012	Organised Family Picnic for Grade 1 & 2 Recruited parent volunteers for our 6 th Athletic Meet Recruited parent volunteers for our Winter Concert
Feb 2013	Recruited Chinese Cultural Day Helpers
Mar 2013	Recruited Easter Party helpers Organised Family Camping in School
July 2013	Organised congregation

9. Other Learning Experience

9.1 Aims & Objectives

OLE provides opportunities for our students to develop their interest and extend their potential in a wide range of activities. Such involvement helps students develop a sense of belonging to the school, leadership, social and communication skills, as well as the generic skills on top of academic development.

9.2 OLE programmes

1. Numbers of OLE lessons offered

Domains\Grade	G1	G2	G3	G4	G5	G6
English Literacy	5	5	6	6	7	7
Chinese Literacy	7	7	7	7	7	7
Mathematics	6	8	10	10	10	9
Aesthetics	8	9	14	14	12	12
Sports	4	5	10	10	9	9
Others	7	6	7	7	7	7

2. Numbers of School Teams offered

	Uniform Groups	Service Group	Academic	Sports	Aesthetics
No. of school team	4	4	9	11	8

3. Participation of School Teams

G1	G2	G3	G4	G5	G6
6%	63%	65%	80%	85%	87%

9.3 Local Camps, Educational Excursions and Overseas Excursions

Grade	Local Camp (8-12 April)	Overseas Excursions (7-15 April)	Educational Excursions
1	-- Educational Programme at Ocean Park 8 & 11 April	---	1. LIONS Nature Education Centre (for PBL) 2. Sam Tung Uk Museum (Liberal Arts)
2	-- 2 Day Overnight camp at PLK Pak Tam Chung Holiday Camp during 11-12 April	---	1. HK Zoological and Botanical Gardens (for PBL) 2. Puppet Show (Liberal Arts)
3	-- 2-Day overnight camp	---	1. Hong Kong Park (for PBL)

	at PLK Pak Tam Chung Holiday Camp during 9-10 April		2. HK Science Museum (IS)
4	-- 3-Day overnight camp at Breakthrough Youth Village on 8-10/4	G4 Foshan: Chinese traditional handicrafts G4 Singapore: Multicultural Experience	1. Eco Park at Tuen Mun (for PBL) 2. Puppet Show (LA)
5	-- 3-Day overnight camp at Breakthrough Youth Village on 8-10/4	G4 Taiwan: Green Industries and sustainable Development G5 Osaka: Human adaption to natural disaster	1. Hong Kong Housing Authority Exhibition Centre (for PBL) 2. Museum of Teaware (VA)
6	-- 3-Day overnight camp at Breakthrough Youth Village on 8-10/4 -- Outward Bound Training on Oct 1-5	G5-6 Xian: West and East cultures met in Ancient China G6 New Zealand: Nature and Animal Reservation G6 Yunnan: Service at Villages G4-6 Guangzhou: Sports Training	1. City Gallery at Central (for PBL) 2. Hong Kong Museum of Coastal Defence (LA)

Tasks Achieved:

Month	Event
Sep 2012	Completed the assignment of Term 1 OLE Joined the Joint Aquatic Meet
Oct 2012	Completed the G6 Outward Bound Organised Play Day
Dec 2012	Completed the 6 th Athletic Meet Organised PBL Outing Organised Christmas celebration
Jan 2013	Organised Chinese New Year celebration
Feb 2013	Completed assignment of Term 2 OLE
Mar 2013	Organized Easter celebration
Apr 2013	Launched the Excursion Week Organised Artist in Residence Programme
May 2013	Organised Excursion Showcase
Jun 2013	Kicked off the enrollment of 2013-14 School Team Completed the A-School Art Festival Organised English Immersion programme in Australia Organised Post Assessment Activities
July and August	Completed enrollment of 2012-13 OLE Completed Summer School Team Training

9.4 Students' Achievement

Participation of Major Inter-school/ District Competitions 2012-13

Strands	Events
Sports	<ol style="list-style-type: none">1. HKSSF Inter-school Competitions:<ul style="list-style-type: none">• Football (Boys)• Table Tennis (Boys)• Tennis (Boys)• Athletics• Fencing• Swimming• Badminton2. 49th School Dance Festival3. 2012 Shatin District Interschool Athletic Meet
Music	<ol style="list-style-type: none">1. 65th Hong Kong Schools Music Festival (Choir, Recorder, Wind)2. Active Hong Kong 24 Chinese Styles Drumming Competition
Mathematics	<ol style="list-style-type: none">1. 2012 Summer Mathematics Challenging Scheme2. Hong Kong Primary Students' Mathematics Olympiad3. Hua Xia Bei National Mathematics Olympiad4. Hong Kong Primary Schools Mathematics and Problem-solving Competition
Chinese and English	<ol style="list-style-type: none">1. 64th Hong Kong Schools Speech Festival

A-School students have consistently and enthusiastically taken part in different public, national and international competitions. The award lists are uploaded to School Website monthly. (For details, please refer to our 2012-13 Students' Award List)

10. Others

10.1 Scholarship and Fee Remission Programme

A-School welcomes all interested students to apply for admission. For those who are in need of financial assistance, they may apply for fee remission. This policy also covers existing students whose financial condition has changed and are in need of financial assistance. The award is on a one-year term normally (but can be considered in exceptional situation) which may be extended upon application. Amount awarded will be based on the financial condition of the applicant. The eligibility criteria of “Financial Assistance for Primary and Secondary Students 2008/09” published by the Student Financial Assistance Agency (SFAA) will be used as a reference to assess the eligibility of the applicant and the level of assistance offered.

A-School also has a Scholarship Programme to award students who have outstanding performance or achievements in Academics, Performing Arts, Visual Arts, Sports, Leadership or Service. Scholarships are awarded to students demonstrating a special talent in one or more of the above fields. Each applicant may only make application in one of the above areas. All applicants are invited to sit for an assessment and/or interview.

10.2 Financial Report

The following is the 2011-2012 financial report of the whole school:

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	51.77%	N.A.
School Fees	N.A.	45.21%
Donations, if any	N.A.	0.04%
Other income, if any	N.A.	2.98%
Total	51.77%	48.23%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		75.96%
Operational Expenses (including those for Learning and Teaching)		12.68%
Fee Remission / Scholarship ¹		5.45%
Repairs and Maintenance		1.50%
Depreciation		4.21%
Miscellaneous		0.20%
Total		100.00%
Surplus/Deficit for the School Year*	1.49 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year*	2.31 months of the annual expenditure	
* in terms of equivalent months of annual overall expenditure		

¹The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

- It is confirmed that our school has set aside sufficient provision for the fee remission/scholarship scheme according to Education Bureau's requirement (Put a "✓" where appropriate).