

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

Annual Report (Primary School)
2013-14

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 and fosters their personal growth that encourages initiative, positive attitudes, individuality and creativity; and provides 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 the millennium 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 three 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 programmes 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. [Map]
Supervisor :	Professor Frank Fu, MH, JP
Chief Principal:	Dr. Wil Chan
Principal, Primary School:	Mr. Daniel Chan Chi Chui
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 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

Dr. Amelia Lee Nam Yuk

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

Prof. Sandy Li Siu Cheung

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

Ms. Amy Chan Lim Chee, JP

Manager, Racing Development Board/Headmistress, Apprentice Jockeys' School,

The Hong Kong Jockey Club

Mr. Ken Chan Chi Yuen

Parent Representative

Mr. Oliver Leung Wing Hong

Parent Representative

Dr. Wil Chan

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

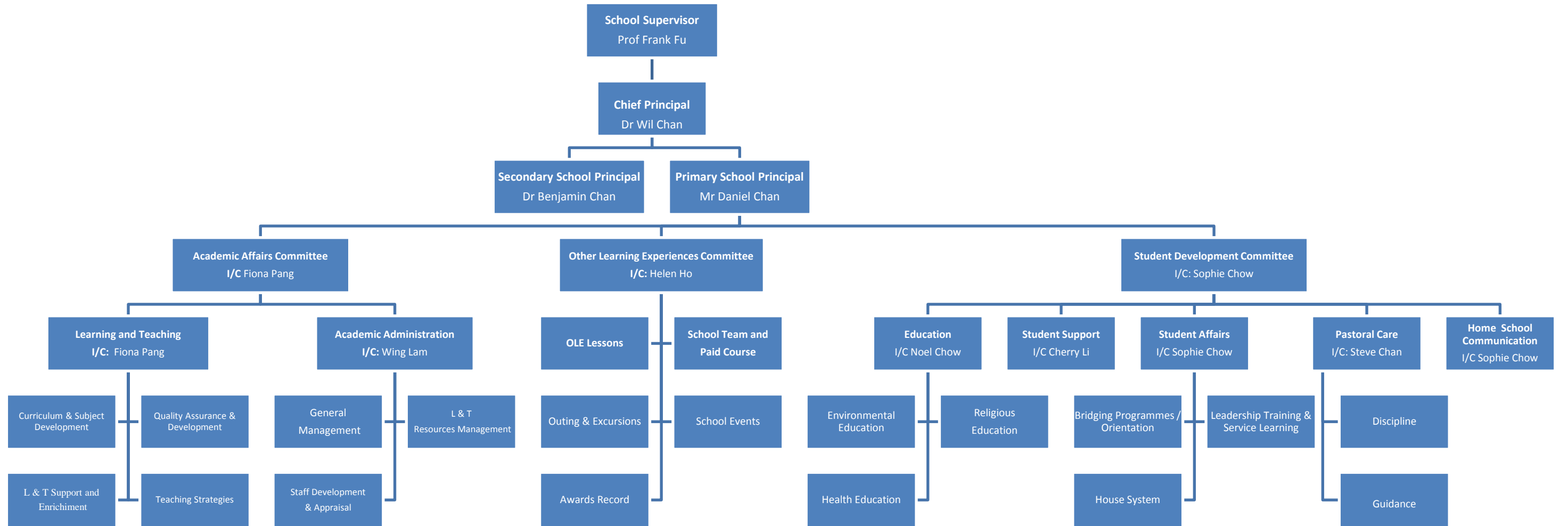
Ms. Stephanie Ng Lai Fun

Teacher Representative

Mr. Kelvin Lee Ka Wing

Teacher Representative

3.2 Organization Chart of Primary School (2013-2014)



4. Our Teaching Team

Number of Teachers	
Teachers	67
Teaching Assistants	3
Teachers' Qualification	
Teachers' Certificate	93%
Bachelor Degree	97%
Master Degree or above	35%
Special Education Training	8%
Teaching Experiences	
0 – 4 years	34%
5 – 9 years	39%
10 years or more	27%
LPAT	
English	100%
Putonghua	100%

In last academic year, our school had used the Capacity Enhancement Grant to recruit one Teaching Assistant and four Subject Assistants to support the teachers in preparing teaching materials and giving individual guidance to students. The deployment of CEG had reduced the workload of the teachers significantly. The report on the use of CEG can be found on Section 10.4.

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 2013-2014 school year: 190

No. of students as of 2 nd September, 2013	900
No. of withdrawal	3
No. of students admitted in the middle of the school year	2
No. of students as of 31 st Mar, 2014	899

6. The Areas of Concerns & Reflections

Our school had great progress in transforming the school culture as a positive learning community. Our teachers had actively participated in professional development programmes and collaboration work, such as peer observation, mentorship programme, quality circle meetings, lesson co-planning. We had also invited external expertise to enrich our professional development programmes, such as U.S. Battelle for Kids, on-site training provided by the professors of local university. We would keep the momentum of strengthening the support from external expertise in the new academic year. For examples, we would have the 2nd year of training provided by the Battelle for Kids. Our Chinese Department would join the one-year curriculum development programme organized by the Education Bureau. The English Department would join the Quality Teaching Network of the Chinese University of Hong Kong. And the Mathematics Department would join the professional development programme supported by the Department of Education Studies of Hong Kong Baptist University. Our next phase of development would focus on making use of the information of performance appraisal to facilitate the professional growth and development of teachers. Besides, individual teachers can choose to specialize or excel in particular dimensions of schoolwork as they grow in professional maturity.

Improvement in students' learning is also reported. Significant improvement is found in their independent learning. It can be reflected from their performance in Problem-based / Project-based Learning weeks and their development of reading habits. However, our medium of instruction in non-language subjects is English, there is room for us to improve the exposure of Chinese learning in the upcoming school year. In the 2013-2014 school year, we had made minor adjustment to increase the Grade Six Chinese lesson time. The result of Chinese learning was encouraging. In the new school year, we would make similar adjustment from Grade One to Grade Five. To further strengthen the language rich environment of our school, new reward scheme would be introduced in the new school year to encourage our students to use both English and Putonghua within the school hours.

The number of SEN students has been decreasing in recent years. It implies that we can provide more intensive care in our Intensive Education Programme to help students with learning difficulty. On the other hand, it provides us opportunity to shift more teaching resources to develop the gifted education programme. Therefore, we have started shifting our professional development in preparing our teaching staff to cater for the needs of gifted children. We would develop policy on gifted education and prepare the database to record the progress of learning of the gifted students. Concurrently, we would also tactically promote higher order thinking skills to help all our students.

The success of school education relies on different types of stakeholders. As reflected from the number of parent volunteers, we can witness the parents' strong support to our school. Many of them are expertise in different professionals. They are great assets for our school. Therefore, we would strengthen the parent-school communication and network so that they can enrich the daily experience of our students and our teaching programme.

6.1 Management and Organisation

1. enhances teaching quality and professional development through the usage of performance appraisal, self-reflection etc.;
2. encourages home-school cooperation so as to let both parents and teachers realise the progress and abilities of students;

Task	Strategy	Indicators of Success	Evaluation Method	Reflections
Promote professional development (PD) according to the needs of the school and the performance improvement of individual staff*	<ol style="list-style-type: none"> (1) Work closely with external expertise, tertiary institutions and professional bodies in organising PD activities; (2) Review the performance of teachers to assist personal growth 	<ol style="list-style-type: none"> (1) Identify the school needs of PD; (2) Identify sources of external expertise and make invitation for PD; (3) Over 70% teachers attended training courses for personal growth 	<ol style="list-style-type: none"> (1) Conduct staff questionnaire survey (QS) on our PD need; (2) Review expertise list; (3) Update the PD record of each teaching staff 	<ol style="list-style-type: none"> (1) There were 4 PD days in total. The topics covered <i>organization development, FIP strategies, legal liability and preparation for PBL.</i> (2) PD expertise list was updated. (3) 10 teachers were sent to US for FIP training and school visit. Two teachers joined the Xian educational tour. Afterwards, public and internal sharing sessions were conducted. (4) 95% teachers had attended refresher courses this year, yielding an additional 622 CPD hours.
Maximise the benefits of peer observation, specific foci aligned with the school concerns and staff's immediate PD needs could be set*	<ol style="list-style-type: none"> (1) Strengthen peer lesson planning and class observation; (2) Mentor the young / newly recruited teachers; (3) Provide leadership training programme for coordinator; (4) Recommend PD programme for staff 	<ol style="list-style-type: none"> (1) Organise peer lesson planning and class observation for all teachers; (2) Assign mentors for newly recruited teachers; (3) Assign coaches for subject panel heads; (4) Increase in PD training hours and varieties of programme 	<ol style="list-style-type: none"> (1) Review records of subject meeting and class observation; (2) Review staff's performance appraisal records; (3) Review PD records 	<ol style="list-style-type: none"> (1) Quality Circle meeting and peer lesson observation were conducted throughout the year. (2) Mentorship Programme for newly recruited / young teachers was carried out all year round. (3) Management Team coached the panel heads throughout the year. (4) 95% teachers had attended refresher courses this year.
Review the performance appraisal (PA) system to help the appraisers and appraisees understand the criteria of focus	<ol style="list-style-type: none"> (1) Study the current PA system and review performance indicators with teachers; (2) Study performance appraisal systems of other institutions 	<ol style="list-style-type: none"> (1) Complete the new performance appraisal system; (2) Launch the new appraisal system in particular subjects 	<ol style="list-style-type: none"> (1) Conduct staff questionnaire survey on our PA system; (2) Evaluate the effectiveness and usefulness of new PA system with subject panels 	<ol style="list-style-type: none"> (1) A set of 129 performance indicators were jointly developed and reviewed by panel heads and assistant panel heads. (2) The new performance appraisal system had been used in English, Chinese, Math & Music team.

Strengthen the communication and working relationship with parents (<i>see also</i> School Ethos)	<ul style="list-style-type: none"> (1) Keep parents informed of recent school development and students' learning; (2) Organise more home – school activities; (3) Strengthen our user-friendly channel of communication 	<ul style="list-style-type: none"> (1) Increase and improve the usage of e-newsletters; (2) Increase in percentage of parents' participation in activities, excursion, volunteer work and service trips; (3) Increase in number of positive suggestions from parents 	<ul style="list-style-type: none"> (1) Review the quantity and quality of newsletters; (2) Review records of parents' participation in home - school activities; (3) Analyse information and nature of parents' suggestions 	<ul style="list-style-type: none"> (1) To cater parents from different background, parent circulars were issued in both Chinese and English. (2) Breakfast / Lunch with Principal were conducted. There were 16 gatherings held in this year. (3) Three parent-teacher conference and coffee social were organised. (4) All parents' suggestions had been handled properly.
Review and improve the library services	<ul style="list-style-type: none"> (1) Review the catalogue and library system with the librarians; (2) Track record of collection development & circulation; (3) Discuss with librarians about the services and service hours 	<ul style="list-style-type: none"> (1) Over 90% catalogues are completed satisfactorily; (2) Use budgets of collection development adequately; (3) Over 60% students become regular borrowers; (4) Plan for the enrichment services 	<ul style="list-style-type: none"> (1) Access the library catalogue; (2) Study circulation and collection development reports generated from the system; (3) Review the operation and development plan of the library 	<ul style="list-style-type: none"> (1) Over 2,800 newly acquired items were added into the library and classrooms. 72% of the acquired items were catalogued. (2) Annual check-out rate increased by 41% (an average of 19 items / student each year). (3) Activities were launched to promote reading, i.e. library lessons, Bookaween, author's talk. (4) Opening hours was extended.
Promote the use of IT and design interactive programme in teaching	<ul style="list-style-type: none"> (1) Monitor exploration of usage of iPads in teaching; (2) Work with ICL panel to promote PD in IT; (3) Identify strategies and trends of IT in education 	<ul style="list-style-type: none"> (1) Over 90% teachers are able to use IT in teaching; (2) Over 60% teachers can design interactive teaching materials; (3) Over 80% teachers have completed PD courses in i-teaching 	<ul style="list-style-type: none"> (1) Monitor the usage of iPads' applications; (2) Check records of newly acquired educational applications (3) Check PD records; (4) Conduct class observation 	<ul style="list-style-type: none"> (1) In-house Apps /Tools training sessions were carried out. (2) 80% teachers tried out various IT elements in class, e.g. online discussion (Edmodo), Apps etc. (3) External expertise shared trend of IT in Ed to subject coordinators and Academic Affairs team.

* Our school had focused on Formative Instructional Practices (FIP) for professional development and training. Our school had worked with four local schools to promote the model of Battelle for Kids in teaching.

6.2 Teaching & Learning

1. promotes cross-subjects collaboration so as to provide an integrated and learning experience for students;
2. achieves the basic competency levels or above through learning context which are related to real-life experiences of the students;
3. cultivates literacy in English and Chinese as well as using both English and Putonghua actively and confidently for communication;
4. reviews and improves the assessment

Task	Strategy	Indicators of Success	Evaluation Method	Reflections
Develop a balanced curriculum that can cater for the diversity of needs and abilities of students	<ol style="list-style-type: none"> (1) Develop student-centred learning activities; (2) Apply gifted education (GE) 	<ol style="list-style-type: none"> (1) Design learning tasks to cater for needs & abilities of students; (2) Design different kinds of tasks and worksheets to cater for the needs of low achievers and gifted students; 	<ol style="list-style-type: none"> (1) Conduct class observation (2) Study the questions and activities in the worksheets; (3) Review the practice of IEP and GE, i.e. strategies etc. 	<ol style="list-style-type: none"> (1) 80% of the teachers finished the Foundation Course in Gifted Education organized by The Hong Kong Academy for Gifted Education. (2) More than 90% of the teachers adopted the FIP strategy of <i>Clear Learning Targets</i>. (3) Intensive Educational Programme was given to students with special needs under the supervision of our Education Psychologist.
Develop school based cross - curricular learning activities according to the daily experiences of students	Encourage Chinese and Liberal Arts (LA) panels work together to develop school-based curriculum that is related to daily experiences of students	Chinese and LA teams work together to identify 1-2 topics that have LA context. Vocabulary and writing strategies are taught by Chinese teachers. LA context are taught by LA teachers in Putonghua	<ol style="list-style-type: none"> (1) Arrange sharing sessions on cross-subjects experiences; (2) Conduct questionnaire survey and study students' performance in project work 	<ol style="list-style-type: none"> (1) G1 LA lessons were conducted in Putonghua. (2) LA teachers for upper grades encouraged students to use Putonghua in their group discussion and presentation. (3) Cross - curricular learning was strengthened in project-based and problem-based learning weeks.
Use both English and Putonghua actively and confidently for communication	<ol style="list-style-type: none"> (1) Develop award scheme; (2) Promote the use of English and Putonghua during recess by "student language ambassadors" 	<ol style="list-style-type: none"> (1) 80% students voluntarily join the language award scheme; (2) All teachers use either English or Putonghua to communicate with students 	<ol style="list-style-type: none"> (1) Obtain feedback from "student language ambassadors" and teachers; (2) Observe students' recess performance 	<ol style="list-style-type: none"> (1) Language Award Scheme was carried out. (2) 80% of teachers agreed students used more English and Putonghua inside and outside the classroom

<p>Develop effective methods to reflect achievements and performance of students</p>	<p>(1) Develop rubrics of learning and indicators for assessment; (2) Review the norm reference assessments;</p>	<p>(1) 95% parents agree with our rationale of assessment; (2) 95% teachers agree with the effectiveness of our assessments</p>	<p>(1) Collect opinions at parents meetings; (2) Collect teachers' opinions at meetings; (3) Collect opinions from secondary teachers, i.e. the norm reference assessment</p>	<p>(1) 95% parents agreed with our rationale of assessment. (2) 95% teachers agreed with the effectiveness of our assessments (3) The assessment results had been adequately used to help us to identify the learning needs of students and promote Grade 6 students to G7.</p>
<p>Develop strategies to assess according to concise and specific learning objectives and analyse results of assessments</p>	<p>(1) Develop high quality assessment tools; (2) Conduct item analysis from the reports of public assessments; (3) Provide PD opportunities of "Battelle for Kids" for all teachers</p>	<p>(1) All teachers know how to design effective standardised tests; (2) Eng., Chi. & Maths teachers understand the strengths and weaknesses of our students through the item analysis of TSA and ICAS; (3) Teachers apply the results of item analysis to modify teaching context</p>	<p>Study the subject plans to find out the impacts of item analysis on subject teaching</p>	<p>(1) We had successfully joined the assessment accreditation programme of the HK Examination Authority and had started using its data analysis programme to study the performance of students and the effectiveness of our assessment tools. (2) English, Chinese and Math team analysed the internal and external assessment data to find out the strengths and weaknesses of our students and fine-tuned the curriculum accordingly. (3) Whole school workshops were given to all teachers by "Battelle for Kids".</p>

6.3 Student Support and School Ethos

1. creates a lively, safe and caring learning environment;
2. constructs healthy life-style and character formation;
3. encourages home-school cooperation;
4. reviews and further improve the quality of student guidance and counseling

Task	Strategy	Indicators of Success	Evaluation Method	Reflections
Enhance student-teacher and student-student relationship	<ol style="list-style-type: none"> (1) Encourage students to discuss and plan for house activities with teachers; (2) Study and revise “Charter of Success” which lists teachers’ expectations on students as well as the promises from A-School 	<ol style="list-style-type: none"> (1) All students are happy to join either the house activities or cheerleading groups in competitions; (2) 90% students are proud of being A-School students and are willing to sign the charter 	<ol style="list-style-type: none"> (1) Review the quantity and quality of house activities and training programme; (2) Evaluate the performance of students who had signed the charter 	<ol style="list-style-type: none"> (1) 11 whole-school house events were organised throughout the year and team spirit of houses was obviously high. (2) All students had signed the charter of success and over 98% students had got B- or above in conduct grade and all students met the academic requirements to be promoted to next grade level.
Develop students’ leadership skills	Provide training on leadership and mediation for prefects, library ambassadors and senior students;	20% students receive training and can be assigned duties of prefects, library ambassadors, and “buddy” scheme (senior students look after junior students during activities)	Review the effectiveness of leadership training programme through questionnaire;	There were nine leadership training teams. Over 20% students were able to be trained as leaders in different service teams.
Strengthen home-school communication and provide opportunities for parents to join A-School activities in order to make our operation transparent	<ol style="list-style-type: none"> (1) Strengthen our parent-volunteer scheme; (2) Arrange educational talks which are aligned with our teaching philosophy; (3) Invite parents to join the school activities 	<ol style="list-style-type: none"> (1) 5% parents provide volunteer services each week; (2) 50% parents join our educational talks at least once per year; (3) 80% parents join our concerts, play day, Excursion Showcase or PBL Showcase at least once per year 	Review the records of parents’ participation	<ol style="list-style-type: none"> (1) Over 5% parent volunteers joined the parent-volunteer scheme which included lunch assistance, reading programme and story-telling programme. (2) Over 300 parent volunteers joined the short-term volunteer service in this academic year. (3) Over 600 parents had joined our workshops and educational talks at least once last year. (4) Over 95% parents had joined our concerts, play day, Excursion Showcase or PBL Showcase at least once last year.

Develop whole-school approach in student guidance and counselling work	<ul style="list-style-type: none"> (1) Improve the programme of Student Development (SD); (2) Provide PD and mentors for teachers who need improvement in handling students' disciplinary problems; (3) Review the procedures and policies on handling students' disciplinary problems and accidents 	<ul style="list-style-type: none"> (1) 98% students have shown positive learning attitude and behaviour; (2) 90% teachers are able to have good classroom management; (3) All teachers are able to handle students' disciplinary problems consistently and tackle with accidents competently 	<ul style="list-style-type: none"> (1) Review the records of SD; (2) Class observation; (3) Evaluate the accident reports 	<ul style="list-style-type: none"> (1) All classes had joined the SD Star Class award scheme and over 98% had positive learning attitude and behaviour. (2) 97% teachers had good classroom management skills and the rest were improving. (3) Less than 5 major disciplinary problems were recorded and seven accidents needed investigation in this academic year; all had been handled adequately.
Enhance individual guidance and counseling services	<ul style="list-style-type: none"> (1) Strengthen student's individual meeting with our social worker / educational psychologist; (2) Provide specialist services if needed; (3) Allocate trained teachers to support counseling work; (4) Provide teacher mentoring scheme; (5) Review the referral system with teachers 	95% students and parents satisfy with the guidance and counseling services of A-School	<ul style="list-style-type: none"> (1) Evaluate the cases regularly; (2) Evaluate the data of students' performance; (3) Conduct questionnaire survey 	<ul style="list-style-type: none"> (1) Case Meeting was held weekly. (2) 98% of teachers satisfied with our guidance and counselling services. (3) 50% of the SD team teachers had revised their training programme in this academic year. (4) Almost all the subject teachers had been involved in EII referrals or case referral meetings. Teachers had given valuable ideas and information to support students with learning difficulties.
Promote skills of life-education	<ul style="list-style-type: none"> (1) Provide life-education programme in small groups and OLE activities; (2) Coordinate assemblies to tailor topics that induce positive value and higher moral standards 	<ul style="list-style-type: none"> (1) All students are able to confidently tackle with their difficulties in interpersonal skills, life experience, learning etc. (2) 95% service-receivers do not repeat their disciplinary problems again. 	<ul style="list-style-type: none"> (1) Evaluate the cases regularly; (2) Evaluate the data of students' performance (3) Evaluate our topics and context of assemblies 	<ul style="list-style-type: none"> (1) No student gave negative response in our Life Education Questionnaire. They reflected their communication skills had improved and they felt more interested in learning. (2) Over 99.8% service-receivers had improvement in conduct grade. (3) Assembly topics were updated according to the needs of students.
Nurture our students with positive value and higher moral standards				

6.4 Student Performance

1. develops school-based curriculum and OLE activities to cater for the needs of the students;
2. enhance effectiveness of learning and teaching;
3. strengthens the award system to reinforce positive learning experience.

Task	Strategy	Indicators of Success	Evaluation Method	Reflections
Explore the potentials of students and strengthen positive reinforcement	<ol style="list-style-type: none"> (1) Provide school-based curriculum and other learning experiences to tap students' potentials; (2) Encourage students to participate the external gifted education programme and competitions, e.g. Innovation Odyssey of HKPU; (3) Display the works of students regularly 	<ol style="list-style-type: none"> (1) 40% of worksheets / assignments are designed to encourage students' extension of learning; (2) 60% students have joined at least one external activity or competition within one year; (3) 90% students are able to show their works or achievements to other students, parents and public in every academic year 	<ol style="list-style-type: none"> (1) Evaluate the quality of worksheets; (2) Students' self-evaluation and peer-evaluation; (3) Review our "Other Learning Experience" records; (4) Students' achievements in external activities & competition; (4) Review the usage of display board and publication 	<ol style="list-style-type: none"> (1) The subject panel heads, grade coordinators and prefect of studies had successfully monitored the quality of school-based curriculum. (2) The OLE coordinator had effectively monitored the quality and variety of OLE activities. (3) 36 students had joined the Summer Programme for the Gifted organized by CUHK and 4 joined the programme of the HK Academy for Gifted Education. (4) Over 70% of students got prizes in external sports competitions, Speech Festival and Music Festival. (5) Over 98% of students showed their work to the public during Excursion Showcase, Open House and PBL Showcase.
Strengthen independent learning	Strengthen project work and group work so that students learn to collect and analyse information and data by themselves	<ol style="list-style-type: none"> (1) 80% students enjoy project work and show their abilities in information collection and analysis (2) 80% students are able to reorganize the information and present their work with their own opinions 	Evaluate the quality of project works	All the students participated in the PBL and showcased their work to other students and parents. Feedbacks and comments were positive.
Strengthen the internal award schemes	Review the A-School reward and scholarship schemes so as to provide more recognitions to the achievements of students in different areas	Increase in number of rewards and number of award winners	Records of award winners	The year-end award list was reviewed. The total number of awarded students had increased by 29%

7. Teaching and learning

7.1 The Curriculum

We emphasize 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:

(a) Subjects taught in Chinese:

- Chinese Language (taught in Putonghua)
- Liberal Arts (taught in Putonghua in G1 and in Cantonese from G2 onwards)

(b) 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. The results are used for reflecting students' academic achievements of their learning stage.

(b) External Assessments:

Territory-wide System Assessment (TSA)

All students attending Grade 3 participated in the Territory-wide System Assessment (TSA) in the 2013-14 academic year. In the 2012-2013 assessment, most students far exceeded the territory-wide percentage in reaching basic competency (the result of the 2013-14 has not been published yet).

International Competitions and Assessments for Schools (ICAS)

In order to achieve an international benchmark for their learning, the School has enrolled G5 students to the ICAS in English Reading, English Writing and Mathematics papers. Students from G3 to G6 were also encouraged to participate in various papers.

Grade	Percentage of credit	Percentage of distinction or above
English Reading		
3	44%	15%
4	40%	10%
5	42%	21%
6	35%	9%
English Writing		
3	14%	3%
4	23%	7%
5	24%	5%
6	11%	2%
Mathematics		
3	13%	5%
4	20%	4%
5	19%	6%
6	13%	11%
Science		
4	14%	21%
5	27%	11%
6	25%	7%

7.4 Language Policy

English is the major medium of instruction in most of the subjects while Putonghua is used for Chinese Language lessons and Liberal Arts lessons in Grade One. Liberal Arts lessons will move to Putonghua as the medium of instruction gradually so that we can create a richer environment for this language. To foster the language-rich learning environment, both languages are widely used throughout curricular and non-curricular time. Students and teachers use both languages in morning assemblies, homeroom and daily communications. Language Award Scheme is also implemented to encourage students to communicate in both languages during lesson time and recess. The most actively participated students are rewarded at the end of the school year (the reward in this academic year was a trip to Disneyland).

7.5 Learning Time of Key Learning Areas

Key Learning Area	Subject	Percentage of Learning Time (G1 to G5)	Percentage of Learning Time (G6)*
Chinese language	Chinese language	18%	20%
English Language	English Language	18%	18%
Mathematics	Mathematics	18%	18%
General Studies	Integrated Science	6%	6%
	Liberal Arts	6%	6%
	Informational and Computer Literacy	6%	6%
Aesthetics	Visual Arts	6%	6%
	Music	6%	6%
Physical Education	Physical Education	6%	6%
Other Learning Experiences (School Based)	Other Learning Experiences (School Based)	10%	8%

*To have a better bridging with the Secondary Chinese, an extra Chinese Language Lesson was added in Grade 6.

7.6 Enrichment and Support Measures

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

(a) Small Group Teaching:

In languages and mathematics, small group teaching is arranged according to students' learning needs, so as to cater to learners' diversity and increase learning effectiveness. A lower teacher-student ratio means more individual attention.

(b) Enrichment Programme:

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 programmes offered by educational institutions as well as the Scholarship programmes run by the School. In OLE lessons, enrichment programmes such as Math Olympiad, Drama, Debate and Robotics were offered for students to develop their full potential.

(c) Enhancement Programmes:

The School runs learning programmes to help students to reach basic competency in their learning in both languages and mathematics, 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

(a) Reading Programmes Launched

The Schools 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 activities held in this year were as follows:

Month	Task
September	<ul style="list-style-type: none">• Trooping parent volunteers• Trooping Reading Ambassadors• Newspaper and magazines orders• Setting up class library• Reading month– teachers' and students' sharing in morning assemblies• Book "O"ween<ul style="list-style-type: none">○ Book mark design competition○ Book character model making completion○ Be my favorite character of the book• G1 library tour: how to use the library, what are the library rules
October	<ul style="list-style-type: none">• Reading scheme and reading log• Chinese extensive reading scheme• Good books recommendations• G2, G4, G6 library tour (I): how to use library, how to use the library online system, classification of books

November	<ul style="list-style-type: none"> • G6 newsletter making project • G2, G4, G6 library tour (I): different types of reading materials, how to do a perfect book report, different types of books
December	<ul style="list-style-type: none"> • Start with Battle of the Books - announce information to parents and students • G2, G4, G6 library tour (I): Making their own books and creative their own story
January	<ul style="list-style-type: none"> • Parents Day book fair • G2, G4, G6 library tour (I): the structure of newspaper, children magazine • Creative Book's Advertisement Competition by Hong Kong Professionals Teacher Union
February	<ul style="list-style-type: none"> • Battle of the Books questions collection • Heifer-HSBC Read to Feed 2013-2014 • The 11th Dr Chart Book Vote • G1 library tour (II): picture books, how to make their picture books, classification of books • G3,G5 Library Tour II: Story retelling, How to be a writer
March	<ul style="list-style-type: none"> • Author talk by Mr Wai-choi Lee – Scientific novel and the appreciation • Talk for G1 students - “Beyond words : introduction to picture books” • G1, G3, G5 library tour (II): introduction of Hans Christian Andersen, how to use the online materials for project learning
April	<ul style="list-style-type: none"> • World Book Day • Battle of Books • Author talk by Ms Kam-ying Poon – Children story writing
May	<ul style="list-style-type: none"> • PBL tour: Britannica online training • G1, G3, G5 library tour (II): the reliability of reading materials, how to use quick reference materials
June	<ul style="list-style-type: none"> • PBL term- <ul style="list-style-type: none"> ○ Arrange the classes and different groups to visit the library ○ Make a good use of library resources
July	<ul style="list-style-type: none"> • Reading Ambassadors programme – Visiting book store “ Eslite” • Parents Day book fair

(b) Statistics on Students' Reading Habit:

The circulation rate had significantly increased in comparison with last academic year. The Grade One increased by 83%, Grade Two increased 17%, Grade Three increased 37%, Grade Four increased 5%, Grade Five increased 93% and Grade Six increased 26%. The total number of books checked out from the library was 17,712.

8. Student Development

8.1 Year Foci

1. Inculcate value education to meet diverse student needs
2. Foster students' whole person development in order to build positive school culture
3. Support SEN students to build up their learning and social skills
4. Enhance teachers' professional growth through team work

Focus 1. Inculcate value education to meet diverse student needs:

- (a) Implement "I Can – A+ Passport" 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 Responsible
 - ii. I Can Be a Good Citizen
 - iii. I Can Be Caring
 - iv. I Can Be Persevere
 - v. I Can Be Honest
 - vi. I Can Be Diligent

Focus 2. Foster students' whole person development in order to build positive school culture:

- (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 Grade 4 – Grade 6 students.
 - Grade 4: Meeting successful people who have physical disabilities
 - Grade 5: Visiting low income people in the community
 - Grade 6: Meeting ethnic minorities in the community
 - 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 and social 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
 - Speech therapy
 - 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:
 - Sparkling Sunflowers
 - Leadership Training
 - Reading Buddy
 - The Happiest Leader
 - Toy-story Corner
 - Mind Reading
- (c) Parents' Educational Programmes
- i. Educational Talk on Promotion to Secondary School
 - ii. Tips on Healthy Development
 - iii. Educational Talk on Children's Routine Training
 - iv. Parent-child Day Camp
 - v. Parent-child Volunteer Programme

Focus 4. Enhance teachers' professional growth through team work

- (a) team head meeting
- (b) whole team meeting
- (c) core Meeting
- (d) discipline meeting

8.2 Evaluation of Teams

(a) Pastoral Care & Guidance

Missions:

- foster students with positive values
- encourage students to establish a good manner and attitudes
- enhance the communication among the students
- help our students to learn social skills
- strengthen students' self-learning skills
- provide guidance service to students who are struggling in learning, emotion and behaviors

- plan and implement “Life Education” with a vital curriculum
- develop parent education and empower parents with more parenting skills
- enrich teachers’ professional guidance skills

Major outputs:

- scope and sequence of Life Education Curriculum was developed to meet the needs of students with different developmental stages
- Service Program (pre-service training, service practice and after service de-briefing) was developed in G4 – G6. Students learnt to serve the community
- Student-teacher interviews were carried out throughout the year to enhance the understanding of the students

Tasks achieved:

Month	Task	
August 2013	A+ passport	
	Grade One Orientation Camp 2013	
	Discipline team meeting and yearly programme plan	
September	School theme: We love to learn. We learn to love Activities of monthly theme: respect 1. Calligraphy competition on school theme 2. Poster design competition 3. Bookmark design competition 4. Movie appreciation 5. Parent-child puppet design competition	
	Other activities: 1. G1 Enjoy School Life – class activity 2. G1 Growth and Me – self-growth activity 3. Eat Smart Program 4. LEAP programme 5. Health education lessons	
	Hello, 你好! Award scheme for value education	
	Experience of Life Education	
	Training group on enhancing social and learning skills	
	Set class routine and regulations	
	Discipline team meeting	
	October	Monthly theme: Perseverance
		Homework Abler – group training
Star Class Scheme begins		
A+ Passport Scheme (Theme: Love to Learn, Learn to Love)		
Uniform Checking		

November	Activities of monthly theme: Caring 1. Theme activity – Caring Corner 2. G5 and G6 community service training 3. Toy Story Corner kick-off 4. G5 community service outing (Shing Kee) 5. EII Referral system start
	Green Week - Morning assembly sharing and video sharing - Exhibition about Chinese White Dolphin
	Reduce weight of school bags scheme
	Grade 1 Discipline meeting & Grade 6 Discipline meeting
	Grade 1 Discipline teachers' sharing session
	Grade 6 Discipline teachers' sharing session
December	Monthly Theme: Caring
	Grade 2 Discipline meeting & Grade 3 Discipline meeting
	Conduct meeting and awards nomination
	Grade 2 Discipline teachers' sharing session
	Grade 3 Discipline teachers' sharing session
January	Activities of monthly theme: Humble 1. Love Gift Basket for the Elderly 2. Story sharing on monthly theme: caring 3. Social Service Team activity (sent blessing kits to the elderly) 4. Toy Story Ambassadors gathering 5. SEN parent network meeting
	G2 Discipline teachers' sharing session
	Student's Briefing for G6 Bridging Program
	Parent-Teacher Conferences
February	Monthly Theme: Humble
	G1, 2, 4, 6 (2 nd Term) Life Education
	SEN parent network meeting
	Roving Fire Safety Exhibition in School by Fire Department
	Inter-Class Cleanliness Competition
	Conduct Improvement Scheme
March	Monthly Theme: Honest
	Grade 4 Discipline meeting
	Grade 5 Discipline meeting
	G2 Educational drama
	Day Camp 「GEN 叻網」
	Social service workshop
	Grade 4 Discipline teachers' sharing session

	Grade 5 Discipline teachers' sharing session
	G6 Bridging Programme - Parent Teacher Coffee Tea Social
	Excursion of Good Students Scheme
	Inter-Class Cleanliness Competition
April	Monthly Theme: Honest
	G5 Community Service training
	Grade 1 Discipline teachers' sharing session
	Grade 6 Discipline teachers' sharing session
	Easter celebration activity - Bible adventure
	Inter-Class Cleanliness Competition
May	Monthly Theme: Responsible
	G5 Community Service Training
	Sex Educational talk for G1-2 by Family Planning Association
	Grade 3 Discipline teachers' sharing session
	Grade 4 Discipline teachers' sharing session
	Grade 5 Discipline teachers' sharing session
	Grade 6 secondary school experience day
	Inter-Class Cleanliness Competition
June	Monthly Theme: Responsible
	Questionnaire for all classes, gather reflection and information
	Conduct meeting and awards nomination
July	G.6 Bridging Programme -Introduction to Secondary School Leadership Programme
	Chinese Language Summer Bridging Course
	Parent-teacher conferences
	A- Star Orientation
August 2014	Evaluation and development of programme plan for up-coming year
	Self-management and Self-reliance: Two Days and One Night Training Camp

(b) Student Support

Missions:

- develop support programmes and monitor the progress of the students
- keep Student Support Register to facilitate regular reviews
- keep assessment reports and relevant information of students systematically
- provide individual plans to develop students' multiple intelligence
- arrange assessment accommodations for SEN students
- arrange case meetings among teachers and parents regularly
- conduct individual and group interviews

Tasks achieved:

Month	Task
August 2013	1. Prepare meeting (collect sources of services for SEN children) 2. Handover of G6 (2012-13) SEN cases to secondary section
September	1. Conducted training group for SEN 2. Referral cases (suspected ADHD)
	Speech Therapy Start
	Reading Buddies Programme
October	1. Educational psychologist's grade meetings to release information on SEN cases to teachers 2. Training group for autistic children 3. Training sessions for ADHD, SPLD & Autistic children
	Special arrangement of assessment for SEN
	Training on Chinese words recognition
	Training on building Chinese vocabulary bank
	Rainbow Bridge workshop
December	EII referral
	Speech Therapy start (Term 2)
January	1. Term 1 evaluation meeting 2. Planning term 2 student support
February	Training on Chinese words recognition (10 G.1 & 2 EII students)
	Training on building Chinese vocabulary bank (11 G3-5 SpLD)
	IEP meeting / student interviews / parent consultations and case meetings /made referrals to CAC and private practitioners
March	Training on building Chinese vocabulary bank (11 G3-5 SpLD)
	Training on Chinese words recognition (10 G.1 & 2 EII students)
April	Training on building Chinese vocabulary bank (11 G3-5 SpLD)
	Training on Chinese words recognition (10 G.1 & 2 EII students)
	Reading Buddy (6 G1 - 3 EII students)
May	Training on building Chinese vocabulary bank (11 G3-5 SpLD)
	Training on Chinese words recognition (10 G.1 & 2 EII students)
	Reading Buddy (6 G1 - 3 EII students)
June 2014	IEP evaluation

(c) Student Affairs - House System

Missions:

- strengthen students' sense of belongings to their houses as well as to the school
- create a caring environment between the higher & lower grades
- promote teamwork across different classes and grades
- organize inter-house activities and competitions in order to foster students' spirits of friendly competition and cooperation

Major outputs:

- G.1 students, new students and new teachers were allocated into the five houses
- House logos, House flags, House banners and House tees were designed
- ALL students and teachers bought the House T-shirt according to their house
- House committees were nominated by House Wardens
- House meetings were held monthly during morning assemblies
- The House Point System was established. The updates were posted in the House Board
- 16 House activities were held
 - Slogan design competition
 - Athletics Meet booklet cover design competition
 - 7th Athletics Meet
 - Christmas card design competition
 - Campus signage design competition
 - Chinese penmanship competition
 - Battle of books
 - Easter poster design competition
 - Mother's day card design competition
 - Father's day card design competition
 - LA & IS quiz
 - Student council UNO competition
 - Fruit day postcard design competition
 - Aquatic meet cheering up competition
 - 1st Aquatic Meet
 - Post assessment PE activities

(d) Student Affairs - Leadership and Services Groups

Missions:

- Encourage students to take the initiatives to strive for excellence in every aspect
- Foster students' leadership skills
- Foster students' spirits of caring and serving others
- Nurture students' sense of belongings to school by providing opportunities for students to serve the school

- Encourage students to frequently reflect and set goals for themselves and seek for challenges
- Enhance students' confidence and positive attitude
- Further strengthen students' problem solving skills under different circumstances
- Act as role models among students

Team List:

Prefects	<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	<ul style="list-style-type: none"> • Assist newcomers to be familiar with library operation • Encourage students to share reading experiences
Green Ambassadors	<ul style="list-style-type: none"> • Enhance students' confidence and positive attitude • Foster students' sense of environmental protection
Sports Ambassadors	<ul style="list-style-type: none"> • Foster students' spirit of serving others • Encourage students to do more exercise
Campus TV	<ul style="list-style-type: none"> • Enhance students' creativity • Enhance students' presentation skill
IT Prefects	<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	<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' opinions, 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

Major outputs:

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

Month	Task
September	Prefects' duty allocation and oath taking ceremony
	G6 Outward Bound scholarship application
	Training Green Ambassadors (green tips)
	Campus TV making school theme video "We love to learn. We learn to love."
October	Activities: 1. G5 and G6 Community Service Training 2. Toy Story Corner Ambassadors Recruitment
	Regular after school OLE - Prefects' Training starts (weekly)
	Campus TV making the video about "PTA Staircase Running Competition"
	Parent-child flag selling day for HKBGCA
November	Campus TV making the video about "Green Message"
	Fund raising for Animal Asia –“Passion of Life” and Parent-child Art Work Competition
December	Student Union Election
	Campus TV making the video about "Waste Reduction" to join Kid Witness News
	Food Drive for Food Bank of Tung Wah Groups of Hospitals
January	Student Union and Prefect regular lunch meeting
	Campus TV making the video about "Athletic Meet"
	Social Service Activity—Making blessing kits and moolis cake for the elderly
	Fund raising activity – My Red Packet
	Fund raising activity – Heifer (Read to Feed)
February	Mock student union election and secondary school campus life
	Leadership teams gathering including house captains, IT Ambassadors and Prefect team
	Student Union exchange activity
April	Fund raising activity – Clothes Drive for Children of Cambodia (Happy Tree)
	Parent-child flag selling day – HK Association of the Deaf
June	Promotion Ceremony
	Green Logo Design Competition
July 2014	G.6 Bridging Programme -Introduction to Secondary School Leadership Programme
	Chinese Language Summer Bridging Course

	Pre-S1 Attainment Test
	A- Star Orientation

(e) **Home School Affairs**

Missions

- To build up a community school culture
- To enhance the partnership of home and school

Task achieved

Month	Task
September 2013	Recruitment of parent volunteer
	7 th PTA Inauguration Ceremony
	Fund raising - PTA staircase running competition cum fun fair
October	Parent volunteers had breakfast with Principal
November	Story Mama/ Papa
	Farm experience day (I)
	Parent Educational Talk – the New Secondary School System
December	Christmas party celebration with parent volunteers
	Healthy food promotion workshop
	20 th Parents-also-respect Teachers Drive
January	Parent guest speakers in assemblies
	CNY parent volunteers briefing
	Parent volunteers had breakfast with Principal
	Farm experience day (II)健康長者農場
	Parent Educational Talk - Developing Reading Habit in Young Age
February	Community Chest Million Walk – Stonecutters Bridge
	Parent-child Healthy Lunch Menu Design competition
	Chinese New Year celebration performance
	Junior Grade Art Work, Food and Game Booth Helper
March	Parent educational talk by Dr Ting-san Chan – Be the right parents
	Parent educational talk – Be a smart reader
	Parent educational talk - Become partner of your kid
	Parent morning assembly sharing
	Story Mama/ Papa
April	Parent Educational Talk – Be a clever cyber adviser
	Easter Celebration with parents
July 2014	Parent Volunteer Award Ceremony

9. Other Learning Experience (OLE)

9.1 Aims & Objectives

OLE provides opportunities for our students to develop their interest and tap their potentials 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 in addition to academics.

9.2 Structure and Framework

(1) OLE lessons – Courses organized during school hours which cover six domains, students are required to attend five lessons each week:

- English Language
- Chinese Language
- Mathematical & Logical
- Aesthetics
- Sports
- Others (Life Education, Social Service & Leadership, and Library Class)

(2) After School OLE - School team trainings and paid courses organized during weekday after school and Saturday morning. They can help our students strengthen their skills and reinforce their interests in talents identified.

(3) School Events – These are large scale school events that promote whole school cooperation and participation. They provide opportunities for our students to perform in front of large audience which can help them to build up stronger confidence.

(4) Excursions – They include whole grade local camps and overseas excursions which are organized to align with the school curriculum and the development of the students. Besides, senior students are given opportunity to conduct community services in other countries.

(5) Awards Record – We keep the records of students so that we can understand the progress of our students. These records can also act as recognitions of the students' achievement and can facilitate their application of scholarships in the future.

9.3 OLE Programmes

(1) Number of OLE lessons offered each week

Domains\Grade	G1	G2	G3	G4	G5	G6
English Literacy	7	7	5	5	6	6
Chinese Literacy	8	9	9	9	6	5
Maths and Logical	5	5	8	8	8	7
Aesthetics	8	9	8	8	9	9
Sports	5	7	10	10	8	6
Others	7	7	7	7	8	8

(2) Number of school teams

	Uniform Group	Service Group	Academic	Sports	Aesthetics
No. of teams	4	4	13	12	8

(3) Participation rate of school teams

G1	G2	G3	G4	G5	G6
2%	69%	68%	72%	83%	85%

9.4 Local Excursions and Overseas Excursions

Grade	Local Camp	Overseas Excursions
1	Educational Programme at Ocean Park (7 th and 9 th April)	---
2	2 Day Overnight camp at Breakthrough Youth Village (10 th -11 th April)	---
3	2 Day Overnight camp at Breakthrough Youth Village (7 th – 8 th April) with Jumpstart	---
4	3 Day overnight camp at PKL Tai Tong Holiday Camp (April 9 th –11 th) with T. Act	G4 Foshan: Chinese Traditional Handicrafts G4 Singapore: Multicultural Experience G4 Taiwan: Exploring Local Culture
5		G5-6 Xiamen: Exploring Fujian Culture and Tulou G5-6 Uganda: Service trip at Watoto Village G5-6 Germany: Music Learning and Homestay Programme

6		G5 Seoul: Study high-tech G6: Xian: Study history and ancient culture G6: Malaysia: Service trip and tradition culture G6 Australia: English Immersion Programme with Fraser Coast Anglican College and homestay
Special Overseas Training		G4-6 Handbell Exchange Programme in Taiwan (July)

9.5 Major Events Scheduled in 2013-14

Month	Events
September	Assignment of Term 1 OLE
	Fund Raising for Watoto
October	G6 Outward Bound
	Watoto Concert
December	Athletics Meet
	Winter Concert
	Christmas Celebration
January	Chinese New Year Celebration
	Assignment of Term 2 OLE
March	Play Day
	Easter Celebration
April	Excursion Week
May	Excursion Showcase
June	Art Festival and Art Evening
	1 st Aquatic Meet
July and August	Summer School Team Training
Artist-in-Residence Programme	English Musical
	Fashion Design
	Wind Instrument and Summer Band Workshop
Other Group/Scholarship Programme	Cub Scout Annual Camp

9.6 Students' Achievement

(1) Our students joined many major inter-school competitions in last academic year. They included HKSSF Inter-school Competitions, 66th Hong Kong Schools Music Festival, 65th Hong Kong Schools Speech Festival, HK Mathematics Olympiad etc. The following are the group events that our school receives the championship / gold awards:

Activity Name		Award
Shatin Area Inter-primary Schools Football Competition	Primary Schools	Champion
Shatin Inter-Primary Schools Athletics Competition 2013-2014	Girls' C Grade Overall; Boys' B Grade Overall	Champion (2)
All Hong Kong Inter-Primary Schools Fencing Competition 2013 - 2014	New Territories (A) – Girls B Grade Overall; Girls A Grade Overall; N.T. (B) – Boys B Grade Overall	Champion (3)
The 65th Hong Kong Schools Speech Festival	Putonghua Choral Speaking (Primary 3 & 4)	Champion
The 34 th Shatin District Dance Competition	Youth (Junior Primary) – Free Dance; Youth (Senior Primary) – Free Dance	Gold Award (2)
The 50 th School Dance Festival	Chinese Dance – Group Dance (Upper Primary); Group Dance (Lower Primary)	Excellence Award (2)
The 66th Hong Kong Schools Music Festival	Church Music - Foreign Language Age 9 or under - Primary School Choir	Champion

(2) Our students have consistently and enthusiastically taken part in different external Hong Kong or district competitions. For details of their achievements, please refer to Section 10.5 or visit our website (2013-14 Students Award List).

10. Others

10.1 Scholarship and Fee Remission Programme

It is our strong belief that no students should be denied admission and a chance to study at Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School due to financial difficulties. Therefore HKBUAS provides a generous fee remission designed to provide financial assistance to those families in need (Needs based).

(a) Fee Remission (FR)

The amount of fee remission will be approved based on applicants' annual family income. The maximum approved amount will be the full rate of school fee. Please refer to our website for the calculation method.

(b) Additional Financial Assistance (AFA)

Apart from scholarship and fee remission, students who require special financial assistance can apply for up to \$10,000 annual subsidy for extra-curricular activities, books and other learning-related expenses.

(c) Wong Kam Fai Financial Assistantship (WKFFA)

Students who have been granted fee remission may receive WKFFA as the subsidy for learning-related expenses.

(d) Emergency Financial Assistance (EFA)

EFA aims to provide prompt financial assistance to families in need of urgent relief. A maximum of 100% school fee will be granted to successful applicants.

The deadline for fee remission application is generally August 31st of the year prior to the admission or January 31st of the current year of enrolment.

10.2 Kindergarten Principal Nomination

Our school has introduced a kindergarten principal's nomination scheme since June 2014. The purpose is to encourage financially disadvantaged students to apply for admission. The school has put aside 8% (around 12) primary one places for the Scheme.

10.3 Financial Report

The following is the 2012-2013 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)	54.01%	N.A.
School Fees	N.A.	43.00%
Donations, if any	N.A.	0.52%
Other income, if any	0.16%	2.31%
Total	54.17%	45.83%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	75.98%	
Operational Expenses (including those for Learning and Teaching)	11.64%	
Fee Remission / Scholarship ¹	6.44%	
Repairs and Maintenance	1.56%	
Depreciation	4.28%	
Miscellaneous	0.10%	
Total	100.00%	
Surplus/Deficit for the School Year[#]	1.16 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year[#]	2.71 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

¹ The % 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).

10.4 Report on the Use of Capacity Enhancement Grant (2013-2014)

Task Area	Area(s) of Concern	Implementation Plan	Implementation Schedule	Resources Required	Evaluation
Support & enhance the application of IT in Education	To promote the use of IT hardware and software in teaching and learning	Employ an IT Assistant to provide technical support to teachers on the use of IT hardware and software in lessons	Sep 2013 - Aug 2014	Salary for IT Assistant: \$12745 x 1.05 x 12 = \$160587	(1) 2,024 lessons, groups and tasks had the support of IT assistant in preparing hardware and software in non-ICL teaching in last school year. (2) Three In-house IT training sessions were conducted, including the introduction of subject-related Apps and useful websites / IT tools for PBL.
Support & enhance students' learning in ICL	(1) To provide individual support to students in learning ICL (2) To support teachers in lesson preparation	Employ an ICL Assistant to support students during ICL lessons and assist teachers in preparing lessons	Sep 2013 – Aug 14	Salary for ICL Assistant: \$9000 x 1.05 x 12 = \$113400	(1) 290 lessons and groups had the onsite IT support by ICL assistant in last school year. (2) 50 hours were contributed in IT logistics and maintenance work. (3) The ICL assistant resigned in December and replacement could not be found since then.
Support & enhance students' learning in Chinese	(1) To provide individual support to students in learning Chinese (2) To support teachers in lesson preparation	Employ a TA to support students during Chinese lessons and assist teachers in preparing teaching aids	Sep 2013 - Aug 2014	Salary for Chinese TA: \$20905 x 1.05 x 12 = \$263403	(1) Chinese TA supported 910 regular Chinese lessons / Chinese-related OLE lessons throughout the year (2) Chinese TA supported around 600 hours in preparing teaching aids and examination papers.
Support and enhance students' learning in Mathematics	(1) To provide individual support to students in learning Mathematics (2) To support teachers in lesson preparation	Employ an assistant to support students in mathematics lessons and assist teachers in preparing teaching aids	Sep 2013 - Aug 2014	Salary for Mathematics Assistant: \$10560 x 1.05 x 12 = \$133056	(1) Maths Assistant supported around 800 hours in preparing learning materials and examination papers (2) Math Assistant supported around 600 hours in catering students' learning diversity in regular mathematics lessons
Support students with diverse learning needs and the student development programme	To support students in development of learning habits, thinking skills and self-management	Employ an Assistant to support students with diverse learning needs	Sep 2013 - Aug 2014	Salary for Assistant: \$10560 x 1.05 x 12 = \$133056	SD Assistant supported around 2400 hours to the SD department in organizing activities, preparing resources and having small group / individual support to students

	Expenditure
Capacity Enhancement Grant available for the year 2013/14	HKD837,868.00
Total budget for Capacity Enhancement Grant in 2013/14	HKD803,502.00
Surplus	HKD34,366.00

*Remarks: the surplus has not included the payback for the year 2013 / 14

10.5 2013/14 Major Achievements (Primary School)

Group Events

Type	Activity Name	Group (Group info on sex, grade, age, item, etc.)	Award
Sports - Soccer	Shatin Area Inter-primary Schools Football Competition	Primary Schools	Champion
Sports - Athletics	Shatin Inter-Primary Schools Athletics Competition 2013-2014	Girls' C Grade Overall; Boys' B Grade Overall	Champion (2)
Sports - Fencing	All Hong Kong Inter-Primary Schools Fencing Competition 2013 - 2014	New Territories (A) – Girls B Grade Overall; Girls A Grade Overall; N.T. (B) – Boys B Grade Overall	Champion (3)
Performing Arts - Speech	The 65th Hong Kong Schools Speech Festival	Putonghua Choral Speaking (Primary 3 & 4)	Champion
Performing Arts - Dance	The 34 th Shatin District Dance Competition	Youth (Junior Primary) – Free Dance; Youth (Senior Primary) – Free Dance	Gold Award (2)
Performing Arts - Dance	The 50 th School Dance Festival	Chinese Dance – Group Dance (Upper Primary); Group Dance (Lower Primary)	Excellence Award (2)
Performing Arts - Singing	The 66th Hong Kong Schools Music Festival	Church Music - Foreign Language Age 9 or under - Primary School Choir	Champion

Individual Events

Type	Activity Name	Group (Group info on sex, grade, age, item, etc.)	Award
Sports – Roller Skating	Shenzhen Roller Speed Skating Championships 2013	Group C Ladies	Champion
Sports – Roller Skating	16 th Hong Kong SAR China Youth Roller Skating Invitation Championships	Junior Female 5000m	Champion
Sports – Roller Skating	2013 Hong Kong Roller Speed Skating Open Championships	Ladies Age 6-8 250m	Champion
Sports - Fencing	All Hong Kong Inter-Primary Schools Fencing Competition 2013 - 2014	N.T. (A) – Girls A Grade; Girls B Grade; N.T. (B) – Boys B Grade	Champion (3)
Sports - Fencing	2013 National Children Fencing Summer Camp & National Children Fencing Competition	Boys' Grade B Foil	Champion
Sports - Fencing	Guangdong, Hong Kong and Macau Fencing Open Tournament 2013 - Guangzhou City	Children Grade A Boys' Foil Team; Children Grade B Girls' Foil Individual; Junior Grade A Girls' Foil Team	Champion (3)
Sports - Fencing	Shenzhen Fencing Championship 2014	Men's Foil - Children Grade A Group	Champion
Sports - Fencing	6th Kowloon City District Sport Cup Age Group Fencing Competition*	Boys' Junior	Champion
Sports - Fencing	Top Talent Fencing Open Competition 2013	U10 Girl's Foil Individual	Champion
Sports - Fencing	The 9th Reunification Cup - Hong Kong Age Group Fencing Tournament 2014	Boys' Foil U12 Teams	Champion
Sports - Athletics	16th All Hong Kong Inter-Area Primary Schools Athletics Competition	Boys' B Grade Long Jump	Champion
Sports - Athletics	16th All Hong Kong Inter-Area Primary Schools Athletics Competition	Boys' B Grade 100M	Champion
Sports - Athletics	16th All Hong Kong Inter-Area Primary Schools Athletics Competition	Girls' C Grade 4 x 100M	Champion
Sports - Athletics	Shatin Inter-Primary Schools Athletics Competition 2013-2014	Boys' B Grade 4 x 100M (5 HKBUAS representatives)	Champion
Sports - Athletics	Shatin Inter-Primary Schools Athletics Competition 2013-2014	Girls' C Grade 4 x 100M (5 HKBUAS representatives)	Champion
Sports - Athletics	Shatin Inter-Primary Schools Athletics Competition 2013-2014	Boys' B Grade 200M	Champion

Sports - Athletics	Shatin Inter-Primary Schools Athletics Competition 2013-2014	Boys' B Grade 100M	Champion
Sports - Athletics	Shatin Inter-Primary Schools Athletics Competition 2013-2014	Boys' A Grade 200M	Champion
Sports - Athletics	Shatin Inter-Primary Schools Athletics Competition 2013-2014	Boys' A Grade Long Jump	Champion
Sports -Soccer	Jockey Club Youth Football Development Programme - Summer Scheme 2013 - Stage 3 Intra-District Competition	N.T. East - Boys E x 1 HKBUAS representative; Kln. West - Boys D x 2; N.T. North - Boys D x 1	Champion (4)
Sports -Soccer	2013 "Dream comes true (HK)" Young People Soccer Competition	U10 x 1 HKBUAS representative	Champion
Sports -Soccer	The Association of Industries and Commerce (Wong Tai Sin) Futsal	District Cup (Mixed) x 1 HKBUAS representative	Champion
Sports -Soccer	YMCA of Hong Kong Shield 5-on-5 Children Soccer Competition 2013	Division B (Aged 6-8) x 1 HKBUAS representative	Champion
Sports -Soccer	2013 Eastern District Sports Recreation Festival Closing Ceremony cum Children Soccer Invitation Competition】	Intermediate level x 3 HKBUAS representatives	Champion
Sports - Squash	Hong Kong Squash League 2012-13 - Final Series	Division 18	Champion
Sports - Squash	2013 Kowloon District Age Group Squash Competition	Youth Boys E (11-14 Yrs)	Champion
Sports - Taekwondo	Hong Kong Boys' Taekwondo Competition 2013	Feather - Boys Color Belt A	Champion
Sports - Taekwondo	2013 Hong King Poomsae Competitions	Girls Color Belt	Champion
Sports – Rope Skipping	Hong Kong Rope Skipping Elite Championship 2014 – Aged 14 or below Open Category	Single Rope Speed Relay; Double Dutch in Four Speed Relay; Pair in Single Rope; Double Dutch in Three	Champion (4)
Sports – Rope Skipping	1 st Hong Kong All-round Rope Skipping Championship – Girls Aged 10	30 sec. Single Rope Speed Sprint; 2 min. Single Rope Speed Endurance; 45 sec. Freestyle	Champion (3)
Sports - Basketball	Hong Kong Star Streetball Basketball Competition	【Men' s U9 (Aged 7-9)】	Champion
Sports - Cycling	All Future Cyclists Race 2013-2014	Smart Boy Age 10 Group Overall	Champion
Sports - Dodgeball	4th Association Cup Dodgeball Competition 2014	【Junior Secondary - Girl】	Champion

Arts – Visual Art	“Heart to Heart” & “Hand in Hand” Shanghai & International Young People Painting and Photography Contest	Drawing Group	Distinction Award
Arts – Visual Art	“Star River” National Children’s Fine Arts, Calligraphy & Photography Contest	Fine Arts x 3 HKBUAS students; Photography x 1 student	First Class Award (4)
Arts – Visual Art	2013 National Contest for Fine Works of Art, Calligraphy & Photography of Middle School Students, Pupils & Infants	Young Children Group x 2 HKBUAS students; Junior Primary x 1 student	Gold Award (3)
Arts – Visual Art	17th Asia Pacific Children's Painting Competition	Junior Children - Chinese Calligraphy & Painting	Champion
Arts – Visual Art	【2013 Reunification Cup Hong Kong Elite Artists Drawing Competition】	Group B Children Photography	Champion
Arts – Visual Art	The 3rd SmarTalent Cup Hong Kong Children's Painting & Calligraphy Competition	Junior Children	Gold Award
Arts – Visual Art	2013 Child's Utopia Drawing Competition	Junior Children	Champion
Arts – Visual Art	【11th National Young Children "Art Cup" Aesthetic Assessment】	Young Children Group	First Class Award
Arts – Visual Art	【"Draw Crime Out 2013" Slogan and Poster Design Competition】	Primary Group	Champion
Arts – Visual Art	【"Hua Yi Cup" 5th Hong Kong, Guangdong and Macau Speech and Arts Competition】 - Primary 3 & 4	Western Painting – Senior Primary	Champion
Arts – Visual Art	"Use Less, Waste Less in My hands" Campaign Graphic Design Competition Inter-school Competition	Primary Group	Champion
Arts – Visual Art	1 st Hong Kong Children Age Group Painting Competition (2013-2014)	Western Painting	First Class Award
Performing Arts - Dance	The 50 th School Dance Festival	Children Dance Solo (Lower Primary)	Excellence Award
Performing Arts - Dance	2013 China Open Dance Championships	Young People D2 Tango	Champion
Performing Arts - Dance	【12th Match Dancing Cup Ballroom Dance & Latin Dance Competition】	Young People Solo: Paso Double	Champion
Performing Arts - Dance	(2013 Global Cup) Open Invitation Dance Competitions	Primary 1-2 Solo (Samba) x 1 HKBUAS student; Pri. 1-2 Solo (Jive) x 1 student; Pri. 3-4 (Jive) x 2 students; Pri. 3-4	Champion (4)

		(Cha Cha) x 2 students	
Performing Arts - Dance	Hong Kong (Asia) Solo Dance Competition 2013	Junior Ballet Solo	Champion
Performing Arts - Dance	The 1 st Hong Kong Challenge Cup Dance Competition	Toddler (4-6) Duo	Gold Award
Performing Arts - Dance	The 6 th China Youth (Hong Kong) Music and Dance Contest	Solo Dance Primary 1 & 2	Champion
Performing Arts - Speech	The 65th Hong Kong Schools Speech Festival	English Solo Verse Speaking - Non-Open (Primary 1 & 2 – Boys), Non-Open (Primary 3 – Boys), Non-Open (Primary 3 – Girls); Cantonese Solo Prose Speaking (Primary 4 – Girls), Solo Verse Speaking (Primary 5 – Girls); Putonghua Solo Verse Speaking (Primary 3 & 4 – Girls) x 2 students, Putonghua Solo Verse Speaking (Primary 5 & 6 – Girls)	Champion (7)
Performing Arts - Speech	4th Putonghua Speech Talent Competition Group B (2013)	Tongue Twister - Junior Primary	Champion
Performing Arts - Speech	2013-2014 China Hong Kong Putonghua Speech Talent Competition (2013)	Verse Speaking - Middle Primary	First Class Award
Performing Arts - Speech	The 6th Hong Kong China Youth Talent Competition – Primary 3 & 4 (Middle Primary)	Putonghua Verse Speaking; Cantonese Classic Literature; Cantonese Solo Verse Speaking; Classic Chinese Reading; English Solo Verse Speaking	Champion (5)
Performing Arts - Speech	6th Chinese Youth Speech Competition	Putonghua Children’s Rhyme; Putonghua Classical Literature	Gold Award (2)
Performing Arts - Speech	2013-2014 Beijing and Hong Kong Arts and Culture Competition- Intermediate Primary	Putonghua Verse Speaking x 1 HKBUAS student; Cantonese Ancient Poetry Speaking x 1 student	Gold Award (2)
Performing Arts - Speech	5 th Cultural Treasure Speech competition	Cantonese Classical Verse Speaking – Middle Primary	Champion

Performing Arts - Speech	【"Hua Yi Cup" 5th Hong Kong, Guangdong and Macau Speech and Arts Competition】 - Primary 3 & 4	Cantonese Solo Nursery Rhyme; Cantonese Solo Modern Verse Speaking; Putonghua Solo Modern Verse Speaking	Champion (3)
Performing Arts - Speech	6 th "China Cup" Speech Festival – Primary 3 & 4	Cantonese Solo Verse Speaking; Cantonese Solo Ancient Verse Speaking; Cantonese Solo Nursery Rhyme	Champion (3)
Performing Arts - Speech	Hong Kong Schools Putonghua Speech and Art Competition (2014)	Prose – Middle Primary	Champion
Performing Arts - Speech	6th HK Students Open Music Competition	Violin – Grade 4	Champion
Performing Arts - Speech	The 66th Hong Kong Schools Music Festival	Piano Solo Grade One x 2 students; Violin Solo Grade One x 1 student	Champion (3)
Performing Arts - Speech	6th Hong Kong Cup Arts Contest	Singing Contest Primary School Level (P5-6)	Gold Award
Performing Arts - Speech	Hong Kong Talent and Artistic Competition	Western Instruments (P1-3)	Gold Award
Performing Arts - Speech	The Seventh Youth and Children Arts Festival - Speech Competition	Cantonese Solo Verse Speaking - Junior Grade B	Champion
Academics	2013 Eye Level Math Olympiad (ELMO)	Grade 2	World Champion & Gold Medal
Academics	Newton's Challenge Cup for Maths Elites	P5 - P6 Level	Champion
Academics	HKMO Open (Finals)	Primary 1	Gold Award
Academics	HKMO Open (Finals)	Primary 2	Gold Award
Academics	Singapore and Asean Schools Math Olympiads Trial 2014 (Hong Kong Region)	Primary 2 - 5	Gold Award (8)